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FOR OUR CHILDREN

© The Final Report
of the
Challenge Ahead Project
School District No.43 (Coquitlam)

November 1989

Acknowledgements

We wish to offer our sincere thanks to all committee members listed, and in particular to those of the Project Liaison Group for their many hours of guidance and for their ongoing commitment to the Project. The energy invested by all involved is evidence of the importance of public education in School District No.43 (Coquitlam) and the commitment of our community to quality learning. We also wish to acknowledge the contributions of many persons outside of our school district who helped to make the Challenge Ahead the success that it was. Special thanks to the librarians at the Canadian Education Association, the University of British Columbia - Social Sciences Division, Simon Fraser University, the Greater Vancouver Regional District (G.V.R.D); the staff of SHARE Society, local municipal planning departments, Langara College, Faculty of Education, U.B.C., and school districts across Canada and the United States. We were indeed pleased to share your expertise.

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We dedicate this report to our children.

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FOREWORD

As the culmination of the Challenge Ahead Project, this report sets out a long range plan for education designed to meet the needs of students in School District No.43 (Coquitlam) for the next decade and into the twenty-first century. During the past 18 months, key elements such as enrollments, personnel resources, curriculum and instruction, finances, facilities and school organization relating to the delivery of quality educational programs and services were identified and examined. Given the concurrent developments in education at the provincial level, this is particularly timely.

The Project stirred excitement about the future, bringing together today's current research and the opinions of experts in a variety of fields within our district and outside of education. Because educational issues play such an important role in society today, it was vital that the study was as open as possible in order that all interested people should have an opportunity to contribute. Toward this end, a district planning committee made up of representatives from parents, non-parents, business, employee groups and administration acted in an advisory capacity in the study. As well, during the project, representation from interested groups was sought and committees struck to develop reports on key issues. These committees played a major role in providing the data for this report.

We have set our planning for the future. I thank everyone for sharing in the development of this action-oriented plan which will ensure that maximum learning opportunities exist for every student in our school district.

Alf Clinton,
Superintendent ofSchools

PREFACE

Our final report, For Our Children, represents the conclusion of 18 months work involving hundreds of people within School District No.43 (Coquitlam). It summarizes the results of our four major study committees, delineates a process for dealing with change, and presents a plan for implementation.

The recommendations and direction provided in this report outline the action required, now and in the future, to enable us to fulfill our mission of ensuring quality learning opportunities for all students of all ages in our school district.

A commitment to change that transcends traditional representation and affiliation and surpasses previous levels of cooperation and collaboration is required. However, the enthusiasm and genuine appreciation for our district that has been evident throughout the Project from all levels of the system are the seeds of commitment that will enable our vision to become a reality.

Implementing the recommendations will not always be easy and the changes proposed will not take place overnight. Unanticipated changes in the system and society in general will require us to make modifications. However, our framework for planning and our plan for implementation have the flexibility to ensure that current needs and issues are reflected.

This is a collaborative model for change that is based on the belief that people who work in our system along with our school publics can make a difference for our children. It is a model that builds on and extends our current strengths of dedicated staff, supportive community, and mutual caring and commitment to our children and our rapidly growing community.

The Challenge Ahead Project has been exciting, bringing together current research and the opinions of staff and our publics to plan for educational improvement and reform. The recommendations in this report outline a process for continued involvement and collaboration as well as the system-wide direction necessary to move into the changing world of the twenty-first century.

We look forward to our planning for the future and anticipate the continued willingness of our staff and school publics to share in the Challenge Ahead.

Tom Harris
Assistant Superintendent of Schools
Challenge Ahead Project Coordinator

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PART I

THE CHALLENGE AHEAD

School District No.43 (Coquitlam)

School District No.43 (Coquitlam) lies in the north-east sector of the Greater Vancouver Regional District of British Columbia. Coquitlam School District serves five communities spread over more than 80 square miles. Within our boundaries there are the Villages of Anmore and Belcarra, the District of Coquitlam and the City Centres of Port Coquitlam and Port Moody. The last census statistics (1986) place the population of these municipalities at 114,710 and over one-sixth of this regional population is currently made up of children who attend schools in our school district.

These children attend our 46 elementary, nine junior high and three senior high schools. As of September 1989 we have 2,639 full-time and part-time employees and they all work to provide a variety of educational programs which cater to the particular needs and talents of our youngsters. In addition, we have about 340 Continuing Education staff. Currently, our school district ranks third in size of 75 districts in British Columbia and is the largest employer in the municipalities we serve. Since 1987 our enrollments have been growing steadily at a rate of about 1,000 more pupils per year. Ministry of Education Public Schools Data project that by 1995 we can expect to have well over 30,300 pupils in our schools. We are, therefore, one of the fastest growing districts in British Columbia.

As stated in the district mission statement Appendix A, our mission is to **ensure quality learning opportunities for all of the students in our school district.** Our district has a tradition of delivering quality educational programs and services. But, we realize that education occurs within the broader context of the local community and the society at large. We are aware that there are major global and provincial trends that influence the process of education but that there are certain conditions in our local community, as in other districts, which are unique. Therefore, the process of schooling in our district must be flexible, innovative and imaginative enough to take account of changing conditions now and in the foreseeable future.

CHAPTER 1

THE CHALLENGE AHEAD PROJECT

Our Aim

In this school district we believe that successful organizations have a well-developed coherent vision. With this vision comes an ability to reflect on the past and shape the future, guided by commonly-held beliefs and purposes. In these changing times it is crucial that we share a common vision of how things should be for our children. From this will emerge a commitment, a sense of direction and knowledge which will determine our action. Our aim is to develop an educational system which will meet the needs of our students now and into the twenty-first century and the Challenge Ahead Project was initiated to enable our school district to better fulfill this aim.

In keeping with our aim, the Board of School Trustees, School District No.43 (Coquitlam) approved the Challenge Ahead Project in April 1988. This project was designed to identify our most crucial needs in the next decade and to map out strategies by which we could systematically address them. Often in the past we have had to react to day-to-day situations but, to be successful today it is not enough to maintain a reactive posture. We believe that educational excellence in the twenty-first century will emerge from systems that can anticipate and plan for change so that they can initiate change easily, quickly, creatively and insightfully.

Schooling is a social phenomenon. On the one hand, schooling is shaped by society. On the other, schooling has the power to socialize:

> *In its reflecting role, education must honour the values and ideals considered important by society; in its shaping role, education must provide leadership and vision. An educational system that fulfills these two roles must be based on an understanding of what society is and what it may become (Ontario Ministry of Education, 1980, p. 1).*

To understand better the many changes occurring in society today and how these conditions impact on what we can provide for the children in our schools is a major task. The Challenge Ahead Project could assist us to better accomplish this major objective.

Today, the rapidity of societal change presents institutions with major challenges. To avoid systemic fragmentation there is a need to evaluate regularly the need for change and to initiate and monitor change on a broad, district-wide perspective. We felt this need very keenly in School District No.43. (Coquitlam) and Challenge Ahead was therefore designed as an interactive, community-based, comprehensive review of our school system. Through this project we could anticipate and identify what major challenges of the future face the communities we serve. From our dialogue with individuals and groups in these communities, we would then be able to consolidate our vision and design a coherent plan for the future. This joint plan would, in effect, act as a flexible blueprint for policies, procedures and future action.

The Heart of the Project

From the very start of the Challenge Ahead Project, work was guided by a fluid, dynamic conception of the Project. Out of this philosophical model flowed operating principles, guidelines for district-wide and community involvement, methods of data gathering and analysis, and reporting. Just as schooling is at the heart of society, so too the Challenge Ahead Project was seen to be at the heart of our current and future school district operation.

The heart symbolizes strength through unity of purpose within the various members and groups in the district and local communities. The heart is a crucial, communicative channel; it collects, processes and distributes, without skipping a beat. Likewise, the Project operated along with the day-to-day routines of the district. Its purpose was to bring together various internal and external stakeholders, to collect their opinions on future needs and directions and to process these into recommendations from which would flow a coherent vision and plan of action best suited to the local and district-wide communities.

Two major questions guided the work of the Challenge Ahead Project from its inception. They are as follows:

> *What can we do to make conditions of learning best suited to the talents and abilities of all of the children in our schools now and for the future?*
>
> *What can we do in this district to ensure that every boy and girl in our schools can achieve a level of personal excellence not precluded by physical, emotional, sociocultural, socioeconomic or other disadvantages?*

In British Columbia today handling educational change itself is a major challenge. The Sullivan Royal Commission was conducted between March 1987 and July 1988 and the report, *A Legacy for Learners*, was recently tabled. This document presented 83 recommendations advocating major reforms in public schooling in the province. As a consequence of the Commission's report, the Minister plans to implement over a ten-year period a majority of these recommendations, with far-reaching policy initiatives in school curriculum, instruction, educational services and governance.

Dual entry to kindergarten and ungraded primary curriculum are but two systemic changes to be in place by 1990. Within the next decade many other new directions will emerge. At the same time new school act legislation is to be enacted in September 1989 and a new provincial mission statement has been designed to drive the goals of British Columbia schools into the twenty-first century.

It is true to say that the 1990s will be remembered in this province as a time of educational restructuring and renewal. Without a doubt, all school districts in the province will experience major educational innovation in the coming decade. But each district has its own organizational culture and this culture determines the relationships between the district and its internal and external stakeholder groups. In each case, elements of district-wide culture can be cast into a particular form and each form of district culture will influence how a district sees and manages systemic changes in schooling.

At the time that the Board of School Trustees, School District No.43 (Coquitlam) approved the Challenge Ahead Project in April 1988, the Report of the Sullivan Royal Commission, *A Legacy for Learners*, was not yet complete. But it was evident that public response to the Commission would support major educational restructuring in British Columbia. The Commission, therefore, could be expected to open the doors to an era of significant educational innovation in our province. Whatever its outcome, some measure of systemic change could be anticipated. With this type of mandated change in the wind, it was even more crucial for our district as a whole to re-assess our own position and consolidate our vision of the schooling of our children for the coming decade.

By putting our heads together we could jointly see where we had been and determine our commitment for the future. Whether the changes to come were to be mandated or designed by us, we felt the need for joint deliberation with our publics. The act of coming together in the Challenge Ahead Project to reflect on the past and to determine future direction could only leave us in a strategic position of greater unity and strength of purpose for change. This renewed commitment to redesign schooling would fuel fresh understandings of our district mission to educate our children for their futures.

Recognizing the complex nature of change, the idiosyncrasies of district organizational culture and the need for a thoughtful, interactive change management process, The Challenge Ahead Project was intended to be a major precursor and initiator of district-wide educational change. As such, the activities of the Project would enable the district community as a whole to encounter and focus on the concept of change and furthermore, to determine and accommodate to a change process appropriate for this district itself.

Project Purposes

This new design for system-wide change would be founded on the strengths of our current district structure. But, it was also necessary to think creatively about new options for schooling in a contemporary society facing radical restructuring of its major institutions. Redesigning for change begins when a system decides to take a look at itself. The Challenge Ahead Project brought change into focus for groups across this district. It functioned both to initiate the change process and to provide incentive for change. Within this context, the Challenge Ahead Project had four specific purposes. They were, namely:

- to assess our current position,
- to find out specifically what future changes and challenges we need to deal with in our district and local communities,
- to initiate dialogue amongst ourselves and with our communities on how we could best address these present and future challenges,
- to cooperatively develop a comprehensive, strategic, workable plan to take account of the particular needs, talents and preferences of our students and the social climate in which our youth will grow, live and work in the next century.

Project Principles

We made certain fundamental assumptions about the nature of organizational change and how humans face and manage change positively and productively. Here is a list of these points:

- The Project is designed to enhance the effectiveness of the present structure, not to bypass it.
- Everyone should have an opportunity to share in the Project.
- Participation in the Project should be voluntary.
- Participants in the Project should be given access to the knowledge, skills and resources required to do an effective job.
- Traditional representation based on professional responsibilities or affiliations must be supplemented by a common commitment to a shared vision.
- There must be some balance between a consideration of present realities and a vision of future possibilities.

- Many points of view are required to appreciate all dimensions of complex situations.
- It is as important to raise questions as it is to find answers.
- Project data should be valued and available to all.
- Those who share in planning are more likely to share in implementation.

These assumptions coalesced into **three major principles** which characterized design, process and interaction throughout phases and activities of the Project. These principles were:

- **consultation**
- **participation**
- **communication**

Consultation
Children who enter our school system in 1988 will graduate at the end of their high school careers in the year 2001. We know now that their worlds will not be the same as today. Already an increasing store of information and rapid technological advances are changing cultural and societal norms and standards. We live, learn and work in today's information society quite differently from the way we did in yesterday's industrial era and no doubt such changes will continue to occur as the next millennium rolls in. We need to prepare our children now to anticipate and manage their lives in the changeable world of the twenty-first century.

Our school district is dedicated to the ideal of providing quality programs and services as a direct response to the needs, talents and preferences of children in our schools. But as society evolves, students change their hopes and aspirations and parents alter their expectations of schooling. We must, therefore, keep in touch with the changing perceptions and opinions of the community we serve. We realize that any alteration in patterns of schooling ultimately influences the quality of life in the community at large. In order to consider how to change the process of schooling we needed to consult with parents, our own employees, our students and representatives of our local community.

Two years before the Challenge Ahead Project, we started an interactive consultative decision making process with all our stakeholder groups. We consider all staff and students to be internal stakeholders. External stakeholders consist of parents, the business community and other individuals and groups within our school district boundaries. We asked all groups to rank the goals of schooling and to tell us what they thought was working well in our district and what they wished to see improved. This consultative process was called the **Directions** Needs Assessment Process, our own version of the Delphi technique.

As evidence of our commitment to consultation with our publics in the Challenge Ahead Project, we refined and extended **Directions** for the purposes of the Project. We used two rounds of **Directions** workshops, Parts A and B, each at a certain point in the Project as a primary data gathering technique. **Directions** enabled us to reach a wide spectrum of our stakeholders and to converse amongst ourselves about specific aspects of school district operation. In all, 500 people, staff and local community representatives took part in **Directions** for the Challenge Ahead Project.

Participation
Aside from involvement in **Directions Workshops** A and B, our publics were invited to participate in the project by directly attending a public meeting. This was held in the library of Dr. Charles Best Junior Secondary School on February 21, 1989. About 30 persons attended and addressed their concerns to the Challenge Project Liaison Group. Stakeholders could also send their written submissions to the Project. Eighty-nine such submissions were received from

groups and individuals in our community and these constituted another major source of data for the Project.

The major activities of the Challenge Ahead Project were conducted through an extensive network of committees which met frequently throughout the 1988-1989 school year. A district planning committee called the **Superintendent's Planning Committee**, made up of representatives from parent, non-parent, business, employee and administrative groups acted in an advisory capacity to the Project. The tasks of the Project were distributed amongst **four major Project committees** working on the following aspects of district operation:

- **Facilities**
- **Management**
- **Personnel/Human Resources**
- **Programs and Services**

In addition, **three special study committees** were struck. **The Directions Steering Committee** designed and conducted the **Directions** Needs Assessment Processes, and the **District Staff Services Review Committee** did a special review of the organization of district staff. These reports were forwarded to the four major Project Committees for their deliberation and action. There was a **Challenge Communications Committee** as well. Overall committee structure for the Project is illustrated in Figure 1.

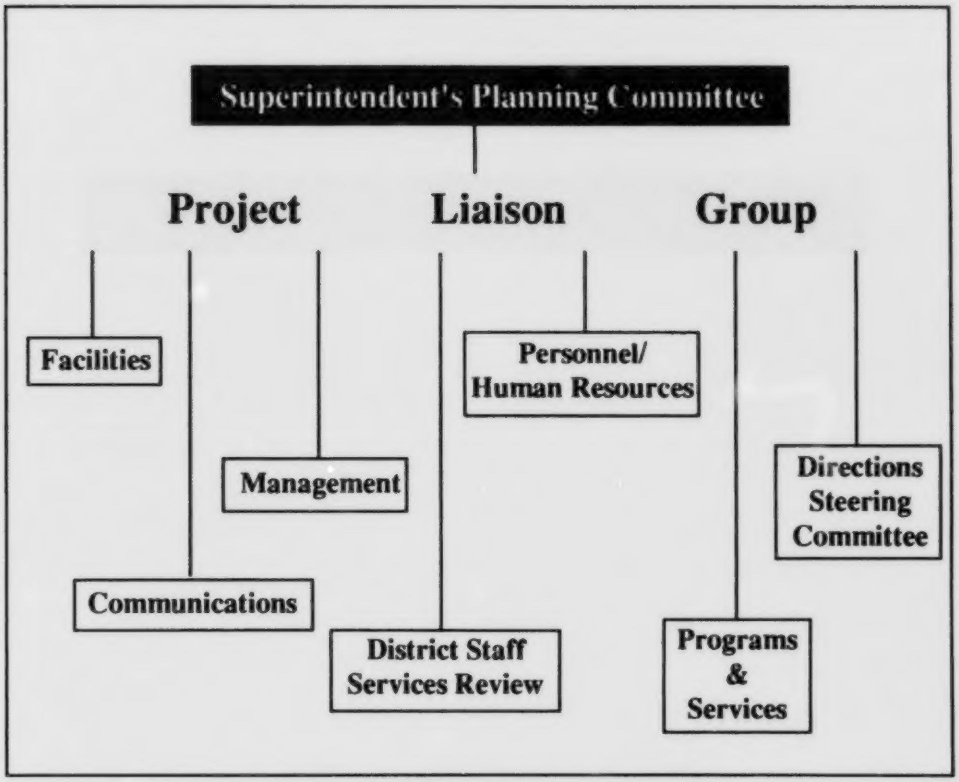

Superintendent's Planning Committee
Project Liaison Group
Facilities
Management
Communications
District Staff Services Review
Personnel/ Human Resources
Programs & Services
Directions Steering Committee

Figure 1
Challenge Ahead Project Committees

One umbrella group coordinated the processes and activities of all the Challenge Ahead Project Committees. This was the **Project Liaison Group**. This committee consisted of the Superintendent, Project Coordinator, Researcher and chairpersons of major and special Project committees. Meeting regularly throughout the Project, this group made decisions on the flow of activities, timing, coordination of consultative and deliberative processes. Monthly, this group passed information on the progress of the Project directly to the Superintendent's Planning Committee.

Throughout the 1988-1989 school year, 125 persons participated in Project committees, attending both joint committee meetings and their own individual committees. In this way the Challenge Ahead Project successfully brought together a broad spectrum of participants within the Coquitlam School District to consider and effect district-wide change.

Committee work accounted for thousands of voluntary hours of personal time devoted to the Project over and above the regular day-to-day running of the school district. We are grateful to all participants for their commitment, dedication and efforts. Extensive committee participation accomplished the goals of the Project and made Challenge Ahead a success. It is important to note that, as part of its commitment to participation, the Project was also represented at the first Tri-Cities Conference, an avenue for involvement in joint municipal planning. Summary findings of this conference are appended to this report in Appendix B.

...those who support collaboration and are most comfortable with it take a particular perspective on reform, involving the phrase, 'working with not working on' as a cornerstone...

Communication

In a district as large as ours we place special emphasis on good communications. Open communications were, therefore, considered vital to the Project. A Communications Committee was struck to ensure that the purposes and processes of the Project were publicized throughout the district. This committee worked as an arm of the Project Liaison Group to send communications to and from project participants. A Challenge Newsletter was produced bi-monthly by the Communications Committee. This was distributed to staff, parents, and local community representatives throughout our district as one way of keeping our publics informed and up-to-date on the initiatives and achievements of the Project. Throughout the Challenge Ahead Project the Communications Committee sought to keep an active conversation between the Project and all participants, reporting on this dialogue as it flowed.

In summary, the three principles chosen for the Challenge Ahead Project shown in Figure 2 served the purposes of the project effectively. These principles were in evidence throughout the deliberations, data gathering and reporting phases of the Challenge Ahead Project as we invited our publics to work with us and be a part of our planning for the future.

Through **consultation, participation** and **communication** the Challenge Ahead was able to:

- *capitalize* on interests and concerns of the community in changing our schools for the future,
- *interact* jointly with internal and external stakeholders in our district, looking back and looking forward, and
- *collaborate* in comprehensive and strategic planning for a better and more secure future for children in our district.

- **Consultation**
extensive consultation with employees, students, groups within district/community.

- **Participation**
active involvement of key stakeholders groups, parents, employees, students, local groups in our Project through an extensive network of committees.

- **Communication**
keeping the flow of information between all participants moving to and fro during the Project.

Figure 2
Challenge Ahead Project Principles

Project Process

In effect, the Challenge Ahead Project was a district-wide research initiative, an attempt to engage various representative groups throughout the district in a search for the best schooling for all our children in the district now and in the future. This process of research involved fact-finding and opinion sharing. In other words, the Project research process was a collaborative, reflective one. Figure 3 covers in detail the research activities which contributed to the Challenge Ahead Research Process.

Project Data

The outcome of the research process was collection of two types of data from various sources. These were as follows:

- **fact-finding data**
  Extensive Project database with documentation, as well as literature summaries and reviews on various aspects of schooling, demography and local, provincial and global educational, economic and social trends.

- **opinion-sharing data**
  Malatest Opinion Survey,
  Directions - Part A,
  Directions - Part B,
  Submissions, written and oral, Committee deliberations and reports.

Committee terms of reference along with a list of submissions to the Project, and a guide to committee deliberations are also included in Appendices C, D and E. Full reports on the **Directions** Needs Assessment Process, Parts A and B have been produced separately. Copies of these may be obtained on request from the Project Coordinator at the School District Office.

Project Phases

Most of the data for the Challenge Ahead Project were collected, considered, interpreted and reported on by the committees in a series of phases. The Malatest District Opinion Survey opened the first phase of the Project. About 1,200 randomly selected persons in our district were surveyed, some by telephone, others by mail-in survey. This part of the project was conducted and reported independently of other project data.

- **Gather** and analyze up-to-date information on what education will mean during the next decade and into the twenty-first century.
- **Review** current issues, practices and policies in School District No. 43 (Coquitlam) which relate to future-oriented:
    - **Programs and Services**
    - **Facilities**
    - **Management**
    - **Personnel**
- **Redesign** a comprehensive future-oriented educational program to meet theneeds identified by our community and other sources of information.
- **Determine** what aspects of our present structure we wish to enhance, modify or change.
- **Engage** our community in developing a cooperative, strategic, work able plan based on our ideals, our vision and our needs.
- **Draw up** a final blueprint for the process of putting our plan into action.
- **Consider** the activities and strategies we will use to initiate an interactive change process and phase in change using our plan.
- **Anticipate** what mechanisms and techniques we will employ to effectively monitor our change process.

Figure 3
Challenge Ahead Project Research Activities

Summaries and copies of the opinion survey are also available on request from the Project Coordinator.

The type and sequence of activities done throughout the four phases of the Project are presented in Figures 4a and 4b. From beginning to end, the Project was a dynamic flow of activity and team-work. There was considerable overlap in activities scheduled from one phase to the next but essentially, the Project moved through alternate phases of fact-finding, opinion-sharing, deliberation and reporting. All of these activities flowed smoothly and the project managed to achieve its aims in 18 months, depending for the most part on teams of volunteers. This was a tremendous undertaking, considering

Phases I and II

1988 April/May

- The Challenge Ahead Project approved.
- Comprehensive **District Opinion Survey** conducted.

1988 June/September

- **Project database** initiated.
- Four representative project committees, three special study committees and **Project Liaison Group** (PLG) established.
- **Communications** plan designed.
- **District Staff Services Review** begun.

1988 October

- First **joint meeting** of all project committees.
- **Demographics** study completed.
- Preparation for **Directions** Needs Assessment.
- Training of **Directions** facilitators.

1988 November

- **Project committees** confirm terms of reference and **begin activities.**
- **Directions Part A** workshops conducted (November 25)
  - * District Staff
  - * School-based Administration
  - * Exempt Staff
  - * Teachers
  - * Canadian Union of Public Employees (CUPE)
  - * Coquitlam Teachers' Association Executive (CTA)
  - * District Parents
  - * School Parent Groups
  - * Students
- Compilation of **Directions (Part A)** results.

1988 December

- **Directions (Part A)** results analyzed and,interpreted.
- **Directions (Part A)** findings to project committees.
- **Progress reports** received from project committees.

Figure 4a
Challenge Ahead Project Phases I and II

Phases III and IV

1989 January / February

- **Interim Challenge Project Report** presented and discussed.
- Issues, questions for **Directions (Part B)** identified.
- Communications package prepared.
- **Public meeting** held.
- Project committees receive **individual and group submissions.**
- **Directions (Part B)** workshops conducted.
- Compilation of **Directions (Part B)** results.
- Project committees continue deliberations.

1989 March/April

- District Staff Services Review Report submitted to PLG.
- **Directions (Part B)** results analyzed and interpreted.
- **Comparative analysis of Directions (Part A) and (Part B) findings.**
- **Directions** findings to project committees.
- **Second Progress reports** received.

1989 May /July

- Presentation, discussion and editing of major draft committee reports by PLG.
- **Final committee reports** published.

1989 August / September

- Draft Project report prepared.
- Implementation strategy designed.
- **Draft Project report discussed and edited** by PLG.

1989 October / November

- **Project report revised and published.**
- Challenge Ahead Project report filed with the Superintendent's Planning Committee.
- Project report **submitted to the Board of School Trustees,** School District No. 43 (Coquitlam).

Figure 4b
Challenge Ahead Project Phases III and IV

the large numbers of persons involved, their level of commitment and purpose, and the tightness of the project timelines.

Project Reporting

Each committee produced an independent report as a result of its own fact-finding, opinion sharing and deliberations. This report summarized the background of committee work and presented and substantiated committee recommendations. All such project and study committee reports were submitted to the Project Liaison Group and these Challenge committee reports were synthesized with relevant information from the Project database into a final draft Project Report. This was then presented to the Project Liaison Group and the Superintendent's Planning Committee for a round of discussion, editing and refinement. Subsequently, the final Challenge Ahead Project report was produced for submission to the Superintendent of Schools and the Board of School Trustees. An overview of this process, showing the flow of activity from committee work to final report production is graphically presented in Figure 5.

Project Overview

The Challenge Ahead Project was a comprehensive review of all aspects of the operation of School District No.43 (Coquitlam). It was a collaborative venture between the staff, students, parents and other members of the local community and it achieved the following aims:

- identified the strengths and weaknesses of our school system, (I)
- determined which local, provincial and global trends will likely influence programs and the character and process of schooling of our children, (II)
- presented a contemporary and future-oriented picture of our facilities, management, personnel/human resources and programs and services, and (III)
- designed a process to help us move from *what is* to *what ought to be* in terms of schooling our children in the twenty-first century. (IV)

Final Project Report

This Challenge Ahead final report, *For Our Children*, is presented in four major parts, as follows, with each part addressing the aim stated above:

Part	**I**	**The Challenge Ahead**
Part	**II**	**Our Children, Learners Today and Tomorrow**
Part	**III**	**Our Children, Our Schools**
Part	**IV**	**Meeting the Challenges We Face**

Each part has introductory pages preceding the chapter(s) it contains. Chapters address particular topics with relevant recommendations and considerations for future planning. In general, recommendations pertain to issues with high priority for change. Considerations are also important but are less likely to be as immediate in their implementation; considerations tend to be second-order recommendations which address specifically how to manage and implement the recommended changes. A select bibliography is attached to the report. Copies of an executive summary of this report may be obtained on request from the Project Coordinator.

> ***The question that must be addressed, however, is this: What knowledge and which skills are needed for the information and microtechnology age, in a world characterized by change? When that knowledge and those skills have been identified and when parents and society at large have played their rightful part in defining and meeting the basic needs of students the role of school becomes clear.***
> ***(Sullivan, 1988)***

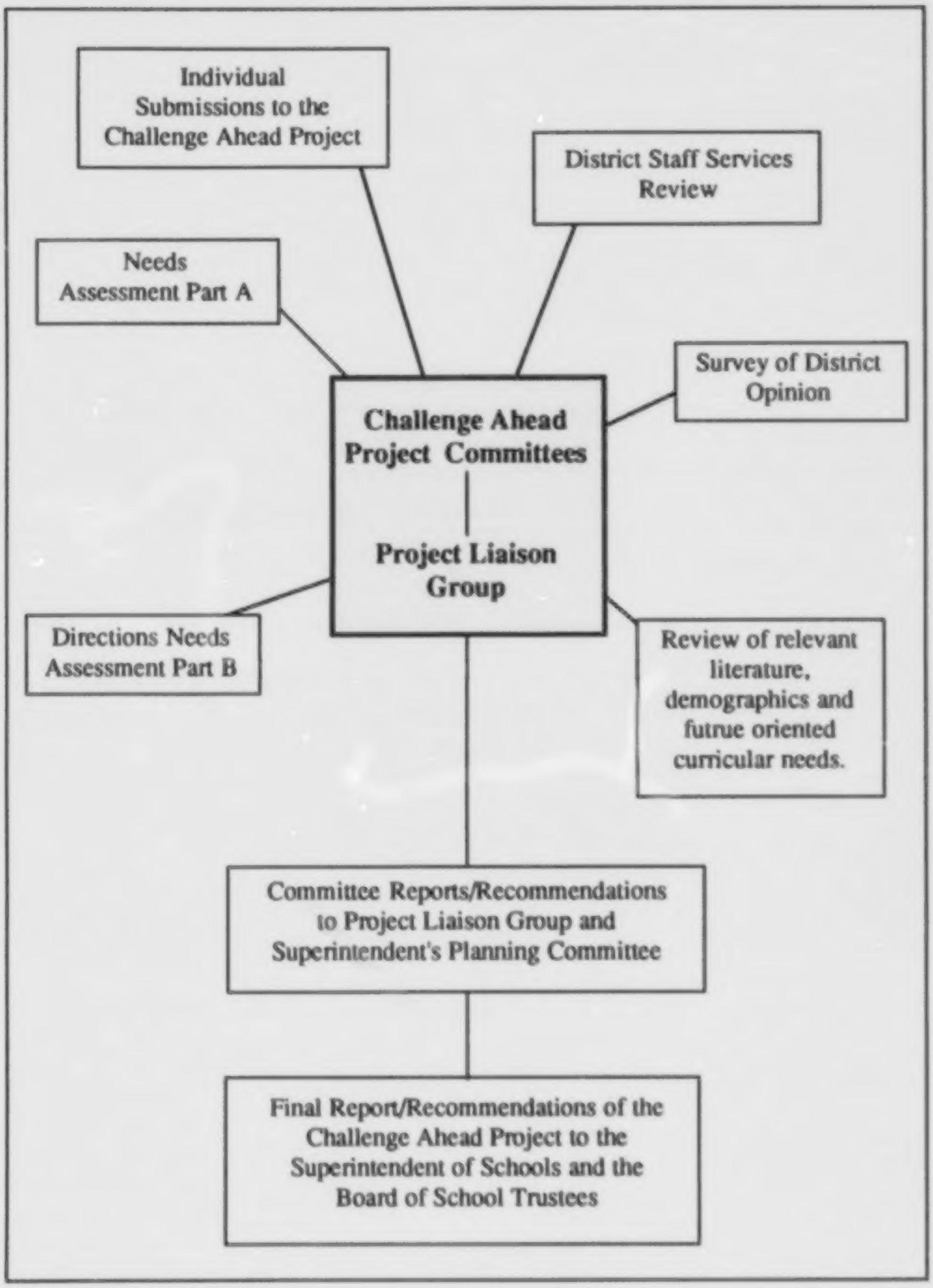

Individual Submissions to the Challenge Ahead Project
District Staff Services Review
Needs Assessment Part A
Survey of District Opinion
Challenge Ahead Project Committees
Project Liaison Group
Directions Needs Assessment Part B
Review of relevant literature, demographics and futrue oriented curricular needs.
Committee Reports/Recommendations to Project Liaison Group and Superintendent's Planning Committee
Final Report/Recommendations of the Challenge Ahead Project to the Superintendent of Schools and the Board of School Trustees

Figure 5
Challenge Ahead Project Process

PART II

OUR CHILDREN, LEARNERS TODAY AND TOMORROW

Our Changing Society

It is certainly the case today that the structure of our society is undergoing radical transformation. In the past decade industrialization, mechanization and advanced technology have altered lifestyles. At the same time, population groupings around the globe and in Canada have changed. Until the year 2001 both advanced technology and changing demographics will continue to have major impact on the world in which our children live.

Our children are a most precious resource. How can we assist our children now to cope with the social upheaval of the times? To assist, we ourselves need to analyze social change and discover what are the consequences implied for schooling, its role and our responsibilities. To assist, we need to find out what these changes really are and what they are likely to be in coming years. Most importantly, we must explore how societal change will influence our children at school. We must seek to find out how we can alter the quality of life at school to accommodate the new needs of our learners today and tomorrow.

In this section of the report, relevant demographic and trend data will be presented for the province and for the Coquitlam region. Data for the Coquitlam region covers information for the major areas of the district, namely Coquitlam, Port Coquitlam, Port Moody with the villages of Anmore and Belcarra. From these data a snapshot of life in this district-wide community will emerge and this picture will indicate the challenges which our schools will face and meet from now to the turn of the century.

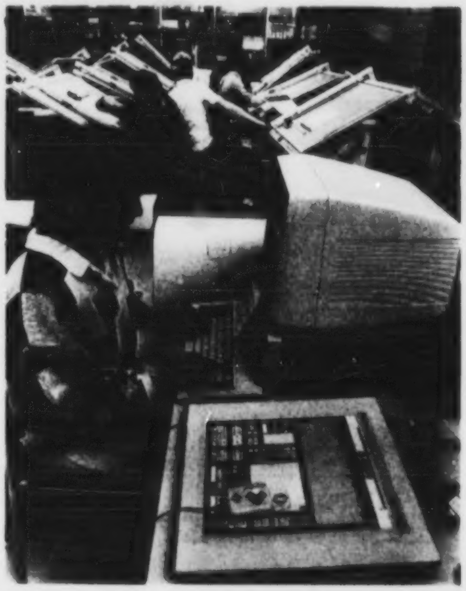
CHAPTER 2

TODAY'S CHALLENGES

Global Trends

This century has been marked by two dramatic circumstances, overwhelming technological change and unparalleled social change. Not unrelated, these two factors have contributed significantly to improvements in quality of lifestyles around the globe. Yet, this is an age of anomaly and we have come face to face with major paradoxes in our time. For instance, we now have the technological ability to wipe out all life on the planet and at the same time we have reached such a point of global environmental damage that our own survival is threatened through the destruction we have caused to many species of plants and animals. Also, a technological age has endowed us with an explosion of information but today one in four persons in the world is illiterate. Still, it is true to say that the modern world is dynamic, exciting and challenging. Technological advances have increased the global movement of peoples and we now have much better communication links around the world, with the potential for a global community and a global economy.

This advanced technological information age has major implications for both our lifestyles and social institutions. With an information-rich society, participatory decision making and consultative modes of operation tend to replace hierarchical control structures. There is a growing services sector as the demand for services worldwide exceeds the demand for production, implying that more brainwork is now required in the workplace. Improved global telecommunications and transportation links have increased contact between cultures, placing greater emphasis on pluralistic values and effective cross-cultural communication. Along with expansion in telecommunications and transportation links has come a greater need for training in cross-cultural communication.



While these changes are evident in society at large, their effects will also be keenly felt in our school communities. With our new information age come altered requirements and expectations of schooling. School systems of the industrial era found it necessary to focus on the basics; those of an information age will value innovative learning with:

- long-term learning processes,
- more active participation of learners in learning,
- more integrative thinking and holistic learning techniques,
- demonstrated anticipation and creativity in learning, and
- closer connections between learning, work and leisure.

At present, school systems place great emphasis on collection and analysis of bits of information, skills which, though of value today, were better suited to the demands of a previous industrial society. In the future, we will need to concentrate more on weaving those bits of information together with some coherent pattern. The skills of an information age are different from those of an industrial age. It is evident that schools today face challenges that are not only social, demographic and environmental but also pedagogical.

Population growth

Historically, the overall rate of population growth in Coquitlam has decreased steadily from 1961 to 1975. But this trend has been reversed since 1976. Since then, significant expansion has occurred in the municipalities that make up the north-east sector of the Greater Vancouver Regional District (G.V.R.D.), with the G.V.R.D. itself moving from an annual growth rate of 7.8% between 1976 and 1981 to 8.2% in the period between 1981 and 1986.

Table 1
Municipal Population
School District No. 43 (Coquitlam)

Muncipality	Total Population	Total Private Households	Low Income Families (%)
Belcarra	550	200	3.9%
Coquitlam	69, 295	24, 170	12.9%
Port Coquitlam	29, 115	9,350	13.5%
Port Moody (Including Anmore)	15, 750	5, 415	15.6%
Totals	**114, 710**	**39, 135**	**11.5%** (Average)

Source, *StatsCan, 1986*

A Chamber of Commerce (1986) report on growth in Coquitlam, Port Coquitlam and Port Moody claims that:

> *...the population of the local region will increase to 160,000 over the next 20 years. An extensive land supply is available to accommodate projected growth in a number of areas, including Riverview Heights, Westwood Plateau and Burke Mountain in Coquitlam, the north shore of Port Moody and Mary Hill in Port Coquitlam, on the Southern Plateau of Coquitlam and in the city centres of Port Coquitlam, and Port Moody, single-family residential development has slowed and commercial and multi-family residential development is growing(p. 76).*

The last census population statistics (1986) shown in table 1, indicate substantial population growth in this region in the last five years. Population projections for the coming five-year period also support this continuing trend in population growth in the municipalities served by this school district. These are reflected in Table 2.

Annual average growth rate for the Coquitlam region (2.6%) exceeds that of the G.V.R.D. (1.6%) and migration to the region accounted for about 60% of this growth. From the projections above, it is also evident that between 1986 and 2006 annual average growth rates for each area will vary considerably from 2.0% for Port Moody to 1.1% for Port Coquitlam, with an average of 1.8% for the Coquitlam region. This proportionate disparity in projected population growth across the municipalities served by the district can be expected to influence demand for facilities, programs and services required in the short-term and the long-term.

Table 2

Population Projections, Coquitlam, Port Coquitlam, Port Moody and G.V.R.D., 1981–2006

	COQUITLAM		PORT COQUITAM		PORT MOODY		G.V.R.D.	
Year	Popn.	Annual Average Growth Rate	Popn.	Annual Average Growth Rate	Popn.	Annual Average Growth Rate	Popn.	Annual Average Growth Rate
1981	61,077		27,535		14,927		1,169,870	
		2.9%		1.2%		1.8%		1.1%
1986	70,600		29,250		16,350		1,235,650	
		2.7%		1.5%		3.2%		1.0%
1991	80,550		31,550		19,150		1,235,650	
		1.9%		1.3%		2.2%		0.9%
1996	88,650		33,600		21,400		1,357,350	
		1.5%		1.1%		1.7%		0.7%
2001	95,700		35,450		23,300		1,405,150	
		0.9%		0.6%		1.1%		0.6%
2006	100,000		36,450		24,600		1,446,300	

Source, C.S.B., *P.E.O.P.L.E. Projection 14.*

Shrinking Youth Population

The youth population is defined as that sector of the population between 15 and 24 years old. Because of the baby boom, in 1981 this age group represented about one-fifth of the population in British Columbia. By 1992, with only a 15 percent youth population, this trend will be reversed, giving way to a new trend — a shrinking youth population. The age composition of the population in this school district provides evidence of the shift in this area from a youth population to an aged population.

Population age distribution projections for the region reflect that the median age of the population in the Coquitlam region has gradually increased from 15 years (1971) to 30 years (1986), projected to be 35 years by 2001. In other words, **the population of the Coquitlam region, the areas served by this district, projected on a 1986 base is rapidly aging**. Along with this trend, the Chamber of Commerce notes that between 1971 and 1981, most apparent was the trend to fewer persons per household. The proportion of households with four or more persons was on the decline and single- or two-person households were on the rise in the region. While there was a similar trend evident in the Greater Vancouver Regional District (G.V.R.D.), household size in the Coquitlam region was still somewhat higher than the average for the G.V.R.D.

Previous changes in youth population resulting from the baby boom have directly influenced elementary and secondary enrollments. The decline in enrollments from 1977 to 1984, following the baby boom was dramatic. But for this school district the future will be quite different. Already we are experiencing growing enrollments and this trend is likely to continue for at least five years more. In this region the shrinking youth population is partially offset by the high proportion of children from birth to 14 years who now reside here. **The highest proportions of young people in the G.V.R.D. now live in Port Coquitlam (25.3%), Port Moody (24.7%) and Surrey (24.3%).**

Table 3
Age Composition History
Coquitlam Region, 1971–1981

	1971		1981	
Age Group	Coquitlam Region	G.V.R.D.	Coquitlam Region	G.V.R.D.
0 – 14	33%	25%	24.5%	19%
15 – 24	15	18	19	18
25 – 69	7	12	9	14
55 – 69	7	12	9	14
70+	4	7	4	8

Source, *MacDonald, 1988*

Increasing Aged Population

Current projections place the aged population (over 65 years old) in Canada at a level of 11.9 percent of the natural population. This trend is most marked in B.C. as compared with other provinces, perhaps because of this province's location and climate. The aged population in B.C. will approximate 13.4% of the population of this province by 1992. This means that there will be at least 124,000 more seniors in 1992 in B.C. than there were in 1981.

The aging of the Coquitlam region is no less dramatic than the aging of British Columbia. The attached profile of population aging for the G.V.R.D. indicates that by the year 2001, there will be an 86% increase in the number of seniors over 65 years old living in the Coquitlam region, over the 1986 figure. This statistic is more than twice the average increase for that same age group in the total G.V.R.D. population in a 15-year span.

A growing aged population shows differential demand for certain goods and services. For example, an elderly population is more likely to require increased expenditures for health services, leaving less public funding available for education and other services. An aged population has by its needs and demands a profound influence on the structure of the local community. Design and delivery of facilities, programs and services for seniors should take account of topics such as wellness, leisure and recreational activities, self-development and reflection. This would imply further expanding adult and continuing programs in the district.

Migration and Immigration

Historically, interprovincial migration has been large and variable with uneven fluctua-

Table 4
The Aging Population
Coquitlam School District

	1986	2001	% inc.		1986	2001	% inc.
Total GVRDPOP.	1.2 million	1.4 million	15%	COQUITLAM/ PORT COQUITLAM/ PORT MOODY/BELCARRA			
Age 65+	163, 389	219, 856	35%	Age 65+	8, 097	15, 051	86%
Age 85+	15, 486	27, 203	76%	Age 85+	591	1, 171	98%
VANCOUVER CITY				SURREY/WHITE ROCK			
Age 65+	71, 080	78, 100	10%	Age 65+	22, 651	35, 572	57%
Age 85+	7, 882	12, 110	54%	Age 85+	1,733	3, 948	128%
RICHMOND				DELTA			
Age 65+	9, 828	18, 698	90%	Age 65+	5, 205	9, 813	88%
Age 85+	608	1, 602	163%	Age 85+	310	673	117%
BURNABY				NORTH VANCOUVER			
Age 65+	20, 667	28, 508	38%	Age 65+	10, 160	16, 257	60%
Age 85+	2, 085	3, 562	71%	Age 85+	621	1, 485	139%
NEW WESTMINSTER				WEST VANCOUVER			
Age 65+	8, 261	8, 539	3%	Age 65+	10, 160	16, 257	60%
Age 85	863	1, 469	70%	Age 85+	793	1, 186	50%

Source, C.S.B., *P.E.O.P.L.E. Projection 14* tions and reversals. Usually for B.C. arrivals outnumber departures. Between 1981 and 1986, 44% of the migration to B.C. came from Alberta and 42% of those leaving B.C. went to Alberta. If interprovincial population movement continues to be positive, it can account for a small increase in the population in British Columbia.

The population growth of B.C. is projected to average 1.0% per year till 1992. With a fertility rate below replacement levels and a rapidly aging population, immigration is likely to become an important component of population growth in B.C. To avoid a serious decline in population growth within the next decade, policies to encourage immigration may have to be implemented. Immigrants will contribute positively to population growth although immigration also prompts regional variability in fertility rate. For example, the U.S. sun belt has a significantly higher fertility rate than the U.S. frost belt.

The positive influences of migration and immigration have direct implications for the education sector of the province and this school district. The proportion of B.C. residents of British origin in the Coquitlam region has declined almost 15% from 1951 to 1981. In that same time period the number of B.C. residents of Asian origin has almost tripled. About two-thirds of all immigrants to B.C. by 1986 came from Hong Kong, India and other parts of Asia.

Recent federal and provincial initiatives in immigration are dedicated to attracting entrepreneurs to B.C. It is evident though that if the flow of these immigrants drift, as in the past, from the core of the G.V.R.D. to

the suburbs, the profile of the parent population in Coquitlam will change accordingly. A variety of dwellings in this district and a range in price and easy accessibility make the district potentially attractive to such immigrant families. **More new immigrant families in this region will prompt increased demand for special services and programs such as English Second Language and multicultural programs as well as recognition of the richness of diverse social and cultural backgrounds in the community.** It should also be noted that generally, immigrants to B.C. tend to have a higher educational attainment than residents of the province. This may signify an increasing demand in this district for expanded optional programs as well.

Starting in 1981, Census Canada collected information on **mother tongue**. From this measure inferences can be made about ethnicity. In 1981 languages such as Punjabi and Chinese dialects were entered under the "other languages" category. In the last census (1986) such languages were reported independently. The following table indicates how English as a mother tongue has declined in the population since 1986, a trend also prevalent in this school district.

In Coquitlam the proportion of the total population, adults and children for whom a language other than English or French is the mother tongue has almost doubled between 1981 and 1986 to 41%. By comparison, almost 21% of the adult population in B.C. had a mother tongue other than English.

Table 5

Percentage Distribution of Population By Mother Tongue

Mother Tongue	1981			1986		
	Coquitlam	Vancouver	B.C.	Coquitlam	Vancouver	B.C.
English	89.6%	66.5%	81.9%	84.0%	62.0%	80.9%
French	2.8	1.7	1.7	2.0	1.5	1.3
German	2.7	3.2	3.4	2.2	2.5	2.8
Punjabi	–	–	–	0.4	1.8	1.2
Chinese	–	–	–	1.8	13.0	2.9

Source, *MacDonald, 1988*

Schools and Families Today

The 1986 census data reveal the following trends in family structure in this province:

- **Children at home**
  About two-thirds of all families in B.C. have children (0-24 years) living at home. There are no children in one-third of these families.

- **School-aged children**
  Of children living at home, more than half (51%) are of school age (6-17) and half of these school-aged children are under six. One quarter (26.6%) of all children in B.C. are preschoolers.

- **Lone parent families**
  More than three-quarters of census families reported that they had two parents at home. Thirteen percent reported being single (lone) parents. But lone parent families are increasing at an astounding rate nationally - at five times the rate of two parent families.

- **Family size**
  Most families have only one or two children. Average number of children per census family was 1.2 with lone parents having an average of 1.6 children.

- **Family income**
  Just over one-fourth of the B.C. basic income assistance caseload is made up of lone parent families, more than half of whom reside in the Lower Mainland.

The family unit is the link between the community and the school. According to *A Legacy for Learners (1988)* :

> *The family, past and present, remains the most instrumental social institution to provide for the needs of children. The intervention of other institutions in children's lives, such as social service or other public agencies, should occur only when the family proves unable or incapable of providing the necessary social resources to which children are entitled as full members of this society (p. 73).*

Through the family the personal nature of schooling is linked to the social function of schools.

Describing relationships between families and schools, Coleman and Hoffer (1987) point to two orientations of schooling which characterize school-community relationships. The first sees schools as:

> *Society's instrument for releasing a child from the blinders imposed by accident of birth into this family or that family, ... to open broad horizons for the child, transcending the limits of the parents...(p.3).*

The second views school as an:

> *extension of the family, reinforcing the family's values, ... vested with the authority of the parent to carry out the parent's will. The school is, in this orientation, an efficient means of transmitting the culture of the community from the older generation to the younger (p. 3).*

Coleman and Hoffer (1987) do not consider these to be conflicting views. Indeed in the social diversity of today's communities, we in School District No.43 (Coquitlam) recognize that our schools can cater to a school community that holds either of these orientations to schooling. The nature of our commitment to families in this district will determine how we view and handle widespread changes in family structure in society at large and the concomitant changes within our district community.

Changing Families, New Directions

As society re-examines and rebuilds itself, so too families undergo social evolution. Modern life has been characterized by dramatic changes in membership, roles and responsibilities within families. Rising divorce rates, more lone parent families and more blended families are evidence of changing family structure. Consequences of these variations have rippled into the larger society, impacting directly on societal institutions such as schooling.

Perceptions of these familial changes vary from the pessimistic to the optimistic. Typically, in the former, these variations in family structure are measured against the ideal of the nuclear family. In this respect they fall short of the norm and are seen to be the cause of many a social ill. With this line of reasoning schools see themselves with a growing custodial function and diminishing physical and human resources with which to adequately serve the family.

On the other hand, it is possible to look upon these changes historically. According to Giddens (1987), society is now experiencing evolution of the family from a nuclear unit to a more diversified form. In the same way, the nuclear family, common in western society today, has itself grown from a historical predecessor. The nuclear family developed from the extended family unit, typical of an earlier agrarian society. As agrarian economies yielded to industrialization, the family contracted into a nuclear unit, small enough to work and produce efficiently in the mechanized, industrial world of the times. From this perspective, current changes in family structure may be viewed as a manageable, transitional stage in the evolution of the family within the larger society.

From Industrial to Information Age Families

Society has itself recently evolved from an industrial era to an information age and as bonds within the nuclear family dissolve, extra-familial bonding across groups in society seem to strengthen. For example, networking, the word often used for this new bonding, is already becoming a widely used construct of the nineties. Ultimately then, the society of the future with its altered family may be no less cohesive than the society of yesteryear. In fact, according to Calam and Flemming (1988), "the altered family itself need not place a child at risk ... [because] single parents traditionally endeavour to ensure that their youngsters participate as fully as others in supervised activities and school work (p. 2)." Our view of societal change and in particular that of the evolving family will largely determine our vision of schooling and how our schools work with parents and the community to reshape and re-orient themselves for continued success in the future.

Families with School-aged Children

Seven out of ten families in School District No.43 (Coquitlam) have children at home and about half of these children are of school

Table 6
School-aged Children At Home
By School District

Family Type	Coquitlam	Burnaby	Vancouver	B.C.
With children at home	69.3%	57.5%	61.8%	62.0%
With Children at home 17 and under	47.6%	34.1%	34.5%	42.6%
With no Children at home	30.9%	42.3%	39.9%	38.0%

Source, *MacDonald, 1988*

age. In 1986 this proportion exceeded not only the provincial average but also the average for Vancouver.

Lone Parent Families

The proportion of lone parent families in the Vancouver Census Municipal Area has grown from 10.5% to 13.0% in the ten-year span between 1976 and 1986. Proportions of such families in Port Moody are very high (16.1%), with proportions for the other municipalities in this district of about 12.1%. In short, **the 1986 census statistics indicate that an average of one in eight families in this school district is a lone parent family.** This proportion is below the provincial average but high enough to warrant attention, in view of a significant national trend to increased numbers of lone parent families. Such families require encouragement, supportive services and positive strategies to derive maximum benefit from their interaction with our schools.

Labour Market

Three major factors appear to contribute to the profile of economic activity in the Coquitlam region. These are distribution and size of labour force, education and income level of work force and labour force participation. This region experienced considerable growth from 1971 to 1981. Table 7 illustrates that by 1981, average annual

Table 7
Patterns of Economic Growth in Coquitlam Region, 1971-2001

	Historic		Forecast			
INDUSTRY SECTOR	**1971**	**1981**	**1986**	**1991**	**1996**	**2001**
PRIMARY	243	360	1986	350	387	420
Growth Over Last Period		48%	-13%	12%	11%	9%
Annual Average Growth		4%	-3%	2%	2%	2%
SECONDARY	4, 164	6, 925	6, 514	7, 522	8, 412	9, 271
Growth Over Last Period		68%	-6%	15%	12%	10%
Annual Average Growth		5%	-1%	3%	2%	2%
TERTIARY/SECONDARY	9, 529	22, 285	23, 781	30, 431	33, 647	40, 193
Growth Over Last Period		113%	4%	25%	19%	15%
Annual Average Growth		9%	1%	5%	2%	4%
TOTAL FOR REGION	13, 900	29, 570	30, 608	38, 303	45, 759	52, 842
Growth Over Last Period		113%	4%	25%	19%	15%
Annual Average Growth		8%	1%	5%	4%	3%
TOTAL FOR G.V.R.D.	381, 245	599, 749	599, 496	688, 393	774, 919	859, 319
Growth Over Last Period		57%	0%	15%	13%	11%
Annual Average Growth		5%	0%	3%	2%	2%

Source, *Chamber of Commerce, 1986*

economic growth in the Coquitlam region (8%) was almost twice that of the G.V.R.D. (3%). But the average annual growth rate for this region fell significantly in 1986 primarily because of provincial declines in the manufacturing sector related to fiscal restraint. It is projected that a small spurt of growth will occur in the nineties but, **by the year 2000, average annual economic growth will have stabilized at a low of 3% in the Coquitlam region, still one percent higher than average annual growth for the G.V.R.D.**

An Economical Development Survey (1985) of firms in the region gives some indication of regional economic expansion for the region by the year 2001. More than two-thirds of the companies surveyed claimed that they anticipated expansion within the next five years. This trend is shown in Table 7.

While labour forecasts such as those in Table 8 can offer useful insights and valid employment history, caution must be used in generating decisions based solely on this type of data. For example, manufacturing is projected in Table 8 as providing about one-third of new job openings in the region by 1990, yet the manufacturing sector in B.C. suffered considerable job displacement because of technology. Comments such as those cited below have been made about the future of the electronics manufacturing industry:

> *Many in Canada perceive that the industry and its high technology is the wave of tomorrow. Associated with this belief is the hope that as this industry grows it will provide wealth and jobs which will replace declines experienced in other more mature industries. Unfortunately the industry outlook suggests that this is far from reality. The paradox is that as the industry generates wealth, productivity improvements will continue to displace jobs. The outlook is for slow employment growth at best and the volatile pattern of layoffs and recalls in the recent past are likely to become commonplace (Employment and Immigration, 1988, p. 12).*

Table 8
Number Of New Jobs Projected
For The Coquitlam Region, 1986-1990

Type of Industry	Number of New Jobs
Manufacturing	781
Construction	24
Utilities/Construction/Communication	97
Retail	528
Wholesale	104
Finance/Real Estate/Insurance	132
Health & Social Service	78
Business Services	94
Restaurant & Accommodation Services	76
Other Industries	126
Total	**2, 040**

Source, *Chamber of Commerce, 1986*

However, Table 8 does suggest that **almost half of the new job openings in the Coquitlam region will be in the services sector.** This trend is also substantiated by current events in the B.C. labour market as well as provincial and national employment projections.

Earned Income

Generally, the educational level of a workforce spells its potential wealth. Lower education is usually associated with higher unemployment and employment success is positively correlated with educational attainment. In this district, municipalities in the region have a lower rate of unemployment than many other areas in the province and unemployment in the region is well below the current provincial rate. Individual and family incomes have increased substantially between 1971 and 1981 in the district while the percentage of unemployed has remained comparatively low. According to the 1986 economic profile of the region done by the Chamber of Commerce:

> *The region's greatest resource is its people. A high percentage of its population has the necessary management, professional and technical skills to meet the demands of the region's expanding economy (p. 46).*

Educational attainment in the Coquitlam region tends to be high and more than two-thirds of all students who enter grade 12, graduate from high school. Most of these graduates go on to part-time or full-time post secondary education at a college or university nearby.

The projected job openings mentioned earlier on in this paper would support maintenance of a modest to high income level in this school district in the short-term. In the long-term, however, such factors as rapid population aging and a shrinking youth population may well influence average earned income for the region.

Labour Force Participation

Labour force participation rate indicates how active the working age population (over 15 years old) is in the labour force. Statistics available for the Coquitlam region show that labour force participation rates of males were much higher than females in 1981. This trend continues along with a marked increase in the numbers of part-time workers in this area.

Table 9
U.I.C. Claimants As a Percentage
Of Working Age Population

	1985	1986	1987
Coquitlam	7.55%	7.0%	6.6%
Port Coquitlam	8.1%	7.9%	7.4%
Port Moody	8.0%	7.4%	6.8%

Source, *MacDonald, 1988*

Over the last 20 years, however, the female participation rates in B.C. have risen from 34.5% to 54.6%; at the same time, male participation rates dropped from 79.0% to 76.0%. This pattern also indicates **a further rise in the percentage of women in the labour force in the Coquitlam region, perhaps signifying a growing need for child care services and family support within this district.**

Educational Trends

National trends in education are best illustrated by the public's specified interests in particular aspects of schooling. The 20th Gallup Poll of Public Attitudes to Schooling in America (1988) revealed that major public concerns were ranked in this order:

- **social**: use of drugs in schools and the lack of discipline in schools were rated as top concerns.
- **economic**: more financial support for schools came next.
- **academic**: quality teaching and quality curriculum were rated third highest.

Other needs included:

- more school-operated programs for preschool and daycare,
- more spending on programs for learning disabled,
- more autonomy for local schools and for classroom teachers, and
- more year-round schooling.

It is important to note that, despite the rapidly changing needs of our society, in this recent poll most people ranked having the best school system as their top priority over having either better technology or a stronger military establishment. Similar educational concerns no doubt exist across Canada, with certain changing features of school systems in evidence here, namely:

- national enrollment increases from K-7 but decreases in grades 9-12,
- increasing numbers of dropouts,
- more poverty, more wealth and more social inequity among students, and
- increasing private school enrollments.

Table 10
Labour Force Participation Rates,
Coquitlam, Port Coquitlam, Port Moody, 1971 & 1981

	Females		Males	
MUNICIPALITY	1971	1981	1971	1981
COQUITLAM Participation rate	6, 480 31.6%	4, 010 60.2%	13, 751 77.3%	9, 265 84.2%
PORT COQUITLAM Participation rate	2, 365 38.3%	5, 715 57.8%	5, 250 85.2%	8, 435 85.4%
PORT MOODY Participation rate	1, 320 38.7%	3, 340 59.6%	2, 920 86.9%	4, 690 85.7%

Source, *MacDonald, 1988*

The following trends from the most recent Gallup Poll of the Public's Attitudes Toward the Public Schools (1989) are also worthy of mention:

- **more parental choice** as to which public schools in the community their children will attend; already law in three states.
- **more national standards** or goals for public schools, with parents willing to be involved in panels with educators to establish goals and set necessary standardized tests.
- more than eight out of ten families are **willing to pay more taxes to improve quality of schooling** in poorer communities.
- overwhelming **parent support for after-school and summer programs** for students whose parents work.

These points are likely to indicate major directions in relationships between the community and public schools of the future. According to Gallup and Elam (1989), public perception of local school problems and the ratings given public schools in the 1989 survey vary little from last year. Use of drugs, lack of student discipline and lack of proper financial support head the list of problems (p. 42).

Though these apply specifically to the United States, provincial initiatives in British Columbia signify similar directions, particularly in the area of **increased parental involvement in public schooling**. The following are major provincial initiatives to come in B.C.:

1989 - 1990
New School Act, Regulations, and Ministerial Orders.
Parent Advisory Councils at school level.
Year 2000: A New Curriculum and Assessment Framework for the Future for review and comment.

1990 - 1991
Dual entry to Kindergarten.
New Intermediate Program Curriculum and Assessment materials for review and comment.
New Heritage Language policies and programs by 1991.
Revised Elementary Accreditation process.
E.S.L. revision.
Multiculturalism to be integrated with the common curriculum.
Native Studies course to be implemented

1991 - 1992
New primary curriculum and assessment materials to be used by all schools.

1992 - 1993
Seven - year sequential/middle years program to be fully implemented.
Required use of all Intermediate Program materials.
Common Curriculum and new graduation requirements fully in place.

The people of British Columbia have been traditionally concerned about enhancing and protecting their surroundings. With increasing global attention and public concern for the environment, it is becoming more important for healthy attitudes to the environment to be inculcated in childhood and reinforced and practised throughout life. Schools will play an increasingly major role in the environmental education of our children. Environmental protection becomes an even more crucial issue in a district such as Coquitlam with increased urbanization and rapid population growth.

Despite overwhelming changes in our social milieu, quality education for our children still has crucial importance to a discerning public. Within our district we have also recognized the need to anticipate and take account of long-term changes happening around us. Though these changes are environmental, social, economic, political and technological in origin, their combined effect on school life will be substantial. In the interest of sound educational strategic planning, it is expedient for us to determine the major external influences on our district and school communities and to take account of these in the day-to-day running of our schools.

Major Influences on Schooling in School District No.43 (Coquitlam)

Population Growth

Disparate Population Growth	In the short-term and long-term, uneven population growth across municipalities served by this district will prompt uneven demand for facilities, programs and serv ices over time.
Shrinking Youth Popula itonre	Expand programs and services and funding and sourcees for a variety of programs and services in the short-term; closely monitor and plan for long-term trends.
Increasing Aged Population	Significant but active non-parent community; improve communications.
	Encourage partnerships with agencies in community serving non-parents, parents and seniors.
Increased immigration	Increased demand for a variety of programs and a focus on individualized learning.
	More and more diverse language programs.
	Recognition of growing socially and culturally diverse clientele.
	Growing emphasis on global education, multiculturalism and multi-lingualism.

Family Structure

More Lone Parenting *More Two-Earner Families and more wealth but more porverty*	*Two-tier* parent population; Need to cater to both parent groups, each with different social and economic backgrounds as well as lifestyles.
More Women at Work	Determine social commitment of school district which would effectively guide policy in areas related to equitably serving diverse needs of all families in the district. More pressure for daycare, pre-school, after school care/community programs located in school buildings.
	Long-term need to serve both ends of population, preschoolers and seniors.

Labour Market

Rising interest rates	Facing possible recession 1990s. In the short-term, rising interest rates can slow economic growth causing declines in development and slowing housing starts in a district such as Coquitlam.
Growing Services Sector	Highly technological, communication and information processing skills needed.
More Wealth but More	Tendency in good economic times is for rapid *Poverty* growth rate in suburbs like School District No.43.
Free Trade	Free Trade likely to increase global competition, opening larger markets for some services; e.g. electronic manufacturing, a major industry in the area could experience some growth and success.

Education

Changing enrollment patterns	Caution in long-term forecasts which might hypothesize increases in enrollments; diversify school organization, programs and services.
	More competition from private schools.
	Projected shortage of teachers (specialists).
Major Policy Initiatives	More opportunities for advancement of females and other minorities.
	More parental participation.
	More modelling and emphasis on positive attitudes, protection and good use of the environment.

CHAPTER 3

TOMORROW'S CURRICULUM

Programs and Services for the Learner of the Present and Future

In order to prepare our students to participate fully in the world they will inherit, we need to attend equally well to their psycho-emotional, social and intellectual development. Many aspects of modern life conspire to alter the needs of growing children. The breakdown of traditional support systems, the speed with which change occurs, and the global nature of critical survival issues are creating heavy demands on our students' strength of character, social adeptness and intellectual power. Though the imperative to educate the whole child is not new, it has never been more urgent.

To face the challenges of the present and future, our students will need to be confident of their own self-worth and secure in their ability to learn and contribute positively to their society. They will have to understand themselves, their particular talents and limitations, their own value systems and biases, and to determine their own sense of direction, with commitment, ethics and integrity. Therefore, the environment in which they are educated will need to be accepting and appreciative of their differences while being supportive of their struggles for identity. Such learning conditions would be open to their desire to explore ethical and moral principles and be personalized in the organization of their school lives.

According to *A Legacy for Learners*, the report of the Sullivan Royal Commission (1988), students today have the ... *need to learn how to be economically self-sufficient, how to participate in the lives of their communities, how to understand the world in which they live, how to enjoy the benefits of Canadian society and how to raise, in turn, the next generation.* To meet all these needs in today's information-based society, we must ensure that our students can:

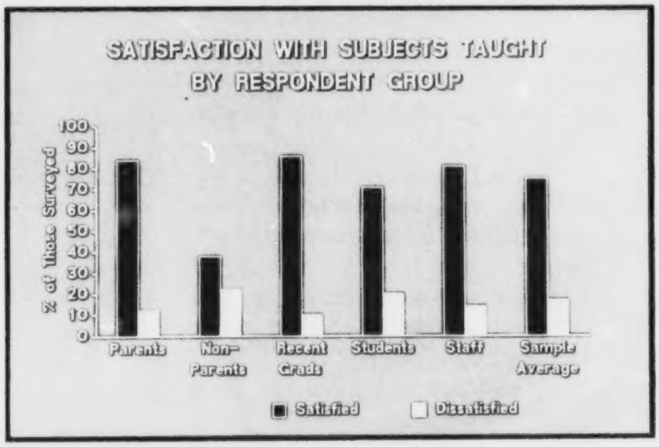
- access, analyze, interpret and communicate information appropriately,
- make adequate use of technology as a tool for processing and communicating information,
- think critically and creatively about issues and problems,
- cooperate and collaborate in learning, working, decision making and problem-solving,
- understand democratic rights and responsibilities and feel empowered to participate in democratic processes,
- learn independently as the demands of a rapidly changing world unfold.

The proposed *Mandate for the School System of British Columbia (1989)* describes an educated citizen as one who is:

- *thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;*
- *creative, flexible, self-motivated and who has a positive self-image;*

- *capable of making independent decisions;*
- *skilled and who can contribute to society generally, including the world of work;*
- *productive, who gains satisfaction through achievement and who strives for physical well-being;*
- *cooperative, principled and respectful of others regardless of differences;*
- *aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world (p. 7).*

This district has maintained a tradition of pursuing academic excellence through strong curricular programs. In our last district survey (Malatest, 1988) over two-thirds of the respondents were satisfied with the subjects taught in our schools. To quote the survey report, *the majority of respondents consistently cited the staff and the curriculum as the most positive attributes of School District No.43 (Coquitlam) (p. 28).* Likewise, in 1986 and again in 1988, findings of both Directions processes indicate that the following items are highly rated as district strengths across all participating groups:



- diversity of regular and optional programs,
- extra-curricular programs,
- Family-Life program,
- innovative local curriculum and materials.

In general, program needs of the future are changing their focus but in this district we have established a firm curricular foundation on which to change. The programs and services we offer our students in the future must shift in emphasis. Greater attention must be given to critical thinking skills, to content which is relevant to present and future issues, and to strategies which encourage cooperation and collaboration.

Each of our students has a fundamental right to have an education appropriate to his/her individual developmental level and cultural background. More specifically, our programs and services must address the special needs of all of our boys and girls, including handicapped, minority and English as a Second Language (ESL) students in such a way as to ensure that all our students feel that they are fully accepted and participating members of our school communities.

Future-Oriented Curriculum

According to the Sullivan Royal Commission paper on Curriculum (1988), the following points merit consideration in designing future-oriented curriculum:

- Relevant bodies of knowledge, skills in critical thinking and learning to learn with subject matter as a vehicle, are necessary for the future.

- To take into consideration the development of the student, ungraded primary, seven-year sequential and two-year diversified programs are recommended.

- Social issues should be integrated into curriculum for e.g, global education, substance and child abuse, race and gender equity, etc.

- The roles of specialist vs. generalist vs. interdisciplinary teachers, incurriculum and instruction must be further examined.

- Cooperative school structures and teaching strategies are said to have considerable merit over those that are competitive.

Data from Directions, Part B (1989) also support this position. The programs we offer our students must further emphasize:

- effective access, analysis, interpretation and communication of information,
- cooperative modes of working and learning,
- processes for democratic decision making and problem-solving,
- contemporary social issues, and
- interdisciplinary studies.

Our ultimate goal must be to cultivate effective, autonomous, lifelong learners and problem-solvers, students who can work well together because cooperative models of working and learning are already being ranked over competitive models in today's workworld:

- Society is moving away from the hierarchical modes of operation of an industrial age in favour of the phenomenon of the information age, networking.

- Cooperation is an essential feature of networking and networking itself empowers. Through networks, individuals pool their interests and abilities and act in concert with those of like mind to achieve their aims.

- Schools based on a competitive model reinforce frustration and failure as accceptable consequences of learning.

- Schools that inspire and model cooperation show that it is more rewarding to empower people than to stratify them.

Recent research on modes of learning support cooperative learning methods. Goodlad (1984) contends that homogeneous groups are not optimum situations for learning. While cooperative, competitive and individualistic learning are all important, the most effective dominant structure for learning is a cooperative one. The basic elements of a cooperative learning mode are positive interdependence, face-to-face interaction, individual accountability, collaborative skills and group processing. These elements closely relate to the curriculum goals and outcomes now being established in many disciplines. From a student's viewpoint these studies show that cooperative learning helps students learn more, like school better, like each other better, have high self-esteem and learn more effective social skills. At the present time, cooperative modes of learning are successfully modelled in some of our elementary schools.

To reflect cooperative models of decision making introduced in schools, collaborative teaching approaches are also emerging. District level inservice has been provided in the last three years to encourage our teachers to use cooperative teaching techniques. School staffs that work closely with each other create school environments that are more enjoyable. Evidently, a school staff that models collaborative ways of working, will have a beneficial effect upon the climate of the school, and ultimately on the culture of the broader district-wide community.

RECOMMENDATIONS

That the District continue to encourage and support the use of cooperative learning strategies in the classrooms across the district.

That the District encourage and support organizational structures within all schools which model cooperative learning, collaborative teaching and decision making.

That the District articulate a kindergarten to grade twelve curriculum strand aimed at developing students' understanding, appreciation and practical experiences of democratic rights, responsibilities and processes.

Environmental Education

Acid rain, air and water pollution, dying forests, soil degeneration and ozone depletion are a small sample of the many environmental hazards with which we must cope in our time. These problems are a challenge but they are urgent. They threaten our very survival. With shrinking and misused natural resources, society is directing more attention to protecting our environment and improving the health of the planet.

We need to increase our students' awareness and understanding, not only of general environmental issues, but most of all of the immediate and future consequences of their own interaction with and use of the environment. Environmental Education is, therefore, a crucial part of schooling for curriculum and instruction are appropriate vehicles through which to inform and convince youth of the interdependence between the quality of their surroundings and the quality of their lives. Environmental Education serves as a good lens through which students might observe and understand the changes that people make in their environments, as well as the disparity in environmental use and quality around the globe. This subject provides the best opportunity for our children to perceive and practise wise resource and waste management.

In this district Environmental Education is viewed to be much more than a scientific understanding of nature. Social Studies, English and Language Arts, Drama, History, Science and Technology, Science courses and Home Economics are all appropriate entry points for Environmental Education. As a program, Environmental Education has the potential to influence attitudes of our youth to the extent that they recognize, solve and ultimately forestall further environmental problems within their communities. We would hope that our schools can grow to become model environments in this respect. A number of our schools already participate in recycling programs and our outdoor education program is still in use.

During recent years of restraint, cuts in funding affected our outdoor education program and currently, we do not have a local Environmental Education program. But, because of the rapid growth and development of the municipalities we serve, Environmental Education should be an integral part of our school programs. Our education system needs to create a positive sense of responsibility for the environment and an appreciation for the value of a positive, healthy environment in the classroom as well as the world.

RECOMMENDATION

That the District investigate how Environmental Education issues can be appropriately integrated into the curriculum from kindergarten to grade 12.

CONSIDERATIONS

- Seek to influence the development of provincial curriculum in Environmental Education.
- Provide up-to-date resource materials for teachers.
- Continue and extend the modelling of effective environmental practices within the school district.

Critical Thinking Skills

The wealth of information available to the general public on critical thinking has grown in overwhelming proportions in the last decade. With this explosion of knowledge has come a shift in the focus of learning from content-orientation to more of a process-orientation. No longer is it feasible to expect one individual to master the content of any complete body of knowledge. What is more important today and in the future is the ability of the learner to discriminate, to be selective and reflective in the use and interpretation of information. This favours critical, integrative thinking skills over the linear, analytic thinking modes long supported in school systems of an industrial age.

Critical thinking skills, however, have always been valued in education. Since 1974, Paulo Friere claimed that:

> *Only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication there can be no true education (p. 81).*

But, as recent calls for educational reform become more strident, critical thinking has increased in curricular importance. John Goodlad (1984) in *A Place Called School* claimed that in many classrooms across the United States, students were being *lectured to and working on written assignments*. While these activities did have some merit, Goodlad deplored the lack of opportunity for students to become *engaged with knowledge so as to employ their full range of intellectual abilities*. We need to ensure that our students also have such opportunities in our schools.

At present, the district is implementing the integration of critical thinking skills across five major curricular areas. Mathematics curriculum is now completely integrated, with Fine Arts, Social Studies and Science in various stages of implementation. With Language Arts, integration of critical thinking is still being drafted into the curriculum. Teachers often experience difficulty with major instructional changes such as this. Our teachers will require inservice and ongoing support to enable them to fully accommodate to these new thinking and teaching strategies.

To place emphasis on critical thinking in our schools means that we will focus on the quality of learning opportunities students have in our district. As Shor (1987) observes:

> *In proposing a qualitative process instead of mechanical learning, I want to suggest a pedagogy that is participatory, critical, values-oriented, multicultural, student-centred, experiential, research-minded and interdisciplinary. Such a pedagogy focuses on the quality of an activity...[placing] learning squarely within the lives of the students... to connect experiential and conceptual methods within academic subjects (p. 418).*

RECOMMENDATIONS

That the District articulate kindergarten to grade twelve curriculum strands, generic across disciplines and specific within disciplines, for teaching the skills, processes and strategies of critical and creative thinking, decision making and problem-solving.

That the District supplement provincial curriculum with its own development of resource materials and staff development support for teaching critical thinking skills, processes and strategies.

CONSIDERATIONS

- Continue to focus on and give priority to critical thinking skills in teacher inservice.

- In staff development and training sessions, help teachers to expand their own thinking skills so that they can more readily select and use appropriate strategies for teaching critical thinking to their students.

Contemporary Social Issues

Young people today are faced with conflicting ideologies amongst which they must choose. More and more of them are yielding control of their lives to substances such as alcohol and drugs. Others become victims of abuse and yet others must cope with early parenthood during their own adolescence. In a world with such social hazards, correct choices become crucial for survival. Moral fibre, social imagination and intellectual creativity are required for discriminating choices.

In the past, support for these decisions was offered by family or community. Today, social renewal tends to alter the traditions of schooling and schools must prepare their students to face and conquer thorny, contemporary social issues. As a place for youth during their impressionable years, our schools must now prepare students directly for the decisions they face in confronting such timely issues as substance abuse, racism and gender equity.

As early as 1983 this Board recognized the need to broaden curriculum to include contemporary social issues. Consequently in 1985, a new district Health and Life Skills curriculum was developed, with funding provided for a Helping Teacher in 1988 and release time for inservice and implementation. Awareness of lack of additional time for scheduling new curriculum prompted the developers to emphasize an integrated approach to teaching the new curriculum. Many of our schools across the district are now successfully using our new Health and Life Skills curriculum.

RECOMMENDATIONS

That the District extend existing curriculum which addresses contemporary social issues such as substance abuse, child abuse, racism, gender equity and economic interdependence, and that the content of this contemporary social issues curriculum strand be modified in consultation with parents and a broad base of community expertise and opinion.

That the contemporary social issues curriculum strand continue to be taught using critical thinking strategies with age appropriateness as a prime consideration for both content and teaching methodology, and instructional materials that move from those devoid of bias to those which encourage the detection of bias.

That the contemporary social issues curriculum strand continue to be taught, not as an "add-on", but as an integrated component of a reformatted curriculum.

Interdisciplinary Studies

Currently, school curriculum is organized for the most part by subject area or discipline. This organization tends to obscure the personal nature of knowledge and learning and to de-emphasize natural connections between the lived social experiences of a learner and the world of the school. Compartmentalizing the curriculum ultimately influences classroom structure and the way in which students encounter, perceive and use knowledge. The *Year 2000* paper (1989) and *A Legacy for Learners* (1988) advocate that curriculum be integrated*by showing how all subject areas are built to develop the same set of abilities and all directed toward preparing students for their future roles in life (p. 100).* To integrate curriculum requires an interdisciplinary approach to teaching.

RECOMMENDATIONS

That the District encourage the development of interdisciplinary units of study, some of which might be on contemporary social issues and many of which will require teacher teams who cooperatively plan and instruct.

That the District continue to employ specialist teachers on the basis of needs identified at the school level.

That all teachers, including specialists, be encouraged to work collaboratively on interdisciplinary studies.

CONSIDERATIONS

- Future-oriented curriculum recommendations represent a massive amount of work to be done in program articulation and implementation. Realizing them would require long-term planning and setting priorities for action which take into account timelines for implementing provincial Policy Initiatives.

- Pilot projects and "grass roots" curriculum innovation will need to be encouraged, supported, monitored and evaluated.

- Appropriate curriculum materials and equipment will need to be purchased or developed.

- Teams of resource teachers will need time and materials to develop new district curriculum resources.

Technological Change

This is a technological information age. The nature and rapidity of technological advances have transformed the needs and expectations of our society. Similarly, technological innovation has significant impact on educational systems. Therefore it is important to monitor and evaluate the impact of new technology upon existing and future programs and upon the delivery of programs and services. Use of technology can provide more diverse educational opportunities and be a valuable teaching tool. Technology can also lighten administrative tasks and help prepare students more appropriately for their future endeavours. While technological change is only one of the many aspects of change being addressed in the district, it is important that implementation procedures for technology be perceived as though they are central to the educational process and not as an "add-on". Attempts should be made to integrate technology into new and existing curriculum areas.

It is also essential that the social issues which arise from increased use of technology be considered. In other words, the psychological and social needs of students ought not to be neglected in favour of their technological needs. Core skills for such needs will include problem-solving, communication and accessing information. The integration of technology within the learning environment will be a key priority in schools.

The following developments point to changing relationships between technology and schooling :

- Learning skills themselves will not be as important as the ability to acquire them independently.

- With the pervasive influence of technology on society, philosophical and ethical issues will assume more importance. Good interpersonal skills, flexibility and tolerance will become more highly prized.
- Demand will increase for process-oriented curriculum which focuses more exclusively on the quality of thinking skills than on quantity of content.

- Knowledge of subject matter per se will decrease in importance, with more weight given to the interrelatedness of disciplines.

This school district has already begun to integrate computers and technology extensively throughout our school system. A copy of the current five-year plan being implemented is provided in Appendix F. Our five-year Computer Plan will be entering its third year of implementation during the 1989-1990 school year. Components of the plan are reviewed each year, based on recent developments in the field, the stage of implementation attained, the availability of provincial and local funding, and conditions attached to Ministry funding.

Objectives of this plan originally scheduled for 1989-1990 are the following:

- increased allocations to elementary, junior and secondary schools for instructional uses,
- MS-DOS packages for office use in 25% of the elementary schools and 50% of the secondary schools,
- library packages in 25% of the elementary schools and 50% of the secondary schools,
- additional resources for the central software lending library,
- additional resources for research and development,
- completion of the purchase of a central scanner,
- inservice for all employee groups, and
- 11 terminals for secondary counsellors.

These are currently being implemented with modifications because of factors such as funding levels, external curriculum requirements, new developments in technology, and adjustments resulting from previous implementation stages. Comprehensive inservice programs on computers are being offered across the district to teachers, resource staff, secretaries and assistants. Some courses cover software applications and district personnel are available to assist with major problems as these arise.

As in our libraries, there is a four-year plan to introduce computers into all school offices. Twenty-four systems are being installed this year. Nearly one-half of the school offices are currently using microcomputers. Our major thrust is to standardize hardware and software use throughout the district by funding the replacement of Apple computers with MS-DOS computers.

The Sierra System is a program used by all secondary schools to do attendance, demographics and student marks. Information is stored on the VAX mini-computer at the School Board Office and is accessible by the secondary school's data terminals. We have produced our own elementary administrative program (SAS - Student Administrative System). This program tracks daily attendance, demographic data, enrollment figures and produces appropriate reports. Field-testing is occurring at three schools with implementation in nine more schools scheduled for September of 1989.

Given our current status in the district-wide use of technology in our schools, along with the unprecedented level of technological change in society and its potential to influence schooling, the following recommendations are directed to the area of technological change.

RECOMMENDATIONS

That the District establish a process to coordinate the integration of technological innovation into new and existing curriculum areas.

That the District continue to provide adequate funding to advance the use of technology in education.

That the District continue to provide adequate training, equipment and resources for district-wide use of technology.

CONSIDERATIONS

- Successful introduction of computers and other technological tools hinges on the knowledge, training and interest of staff, with inservice required for the appropriate use of new technological tools.

- New schools should be designed to accommodate technological needs but when retrofitting existing facilities, consider program and staff needs. There is a likelihood of inequity in facilities as new schools are opened using design criteria that take into account the latest technological changes.

- Implement or provide the technology to enhance the curriculum and not the reverse.

- Design the industrial education shops to accommodate a wide r variety of programs and to permit the upgrading of existing lathes, milling machines, drafting equipment, etc. to incorporate new technology such as robotics.

- Upgrade home economics rooms with microwaves, electronic sewing machines, and sergers.

- Provide music and art rooms with equipment to digitize music and art.

Information Access and Use

With the rapidly growing information base of today's world, continuing emphasis is being placed on transmittal, storage, retrieval and communicating information through the use of information technology. Now and in the future, well-educated students will make effective use of state-of-the-art information technologies requiring a high degree of information literacy.

To achieve information literacy, students will need to be taught and to practise communication skills and information discrimination and evaluation. Achieving these skills successfully will require that learners have the following:

- curriculum that takes a holistic view of language development and language use.

- programs with an integrated approach to the learning of information skills such as access, retrieval, processing, interpretation and communication.

- a focus on integrating instruction with the application and practice of information skills across various instructional areas.

- appropriate library services, resource personnel, up-to-date collections, media and equipment.

The advantages of an integrated or whole-language approach to language development and use have long been recognized in this district. For the past five years schools across the district have successfully implemented the *Writing as a Process* program. Through this program our students have been prepared to view and use communication as a mix of interdependent skills such as thinking, feeling, speaking, listening, reading and writing. These skills are critical prerequisites for information literacy.

With the information explosion taking place, educators must move towards process teaching rather than content teaching. The computer is extremely valuable in changing this focus. The use of word processors in implementing the *Writing as a Process* program is a prime example of an area in this district where the computer is proving to be a powerful tool. Ultimately, we need to equip students and teachers with new skills and abilities which can be used to open doors to greater knowledge in all areas. The computer will assist us in acquisition of many of these new skills.

Teacher librarians and library resource centres play a key role in enabling students to make efficient use of sources of information needed in today's society. A Canadian study done in Calgary by Hodges (1983) investigated the question of school district value for library and resource centres. Library resource centre expenditure, it was found, was highly correlated with the existence of a consultative relationship between teachers and teacher-librarians. In another study done by Gilliland (1986) in California, instructional use of libraries within the specific context of content area assignments improved student performance more so than merely orienting students to the library as a facility.

Already in our school libraries new technology is starting to impact on the traditional ways in which we think about organizing, storing, retrieving, using, and communicating information. For example, we now have electronic data services such as DIALOG, ERIC and other databases in some of our school libraries. Over the next four years the district will fully computerize the circulation and cataloguing systems in our school libraries. Students will be able to search material by author, title, topic or key word. Implementation is being coordinated by the District Resource Centre with the production of a Union Catalogue for the entire school district. In 1988-1989, twelve schools were being automated (six elementary, six secondary). Twelve more will be added each year. Also, the District Resource Centre's Audio-visual Loans Department has been computerized with the installation of a four-workstation network using media-management circulation and cataloguing software. For those teacher-librarians and teachers using this technology with their students, the potential for accessing, processing and using information is both challenging and exciting.

Our school libraries continue to play a vital role in preparing our students for the information technological demands of the twenty-first century. A cross-curricular scope and sequence (K-12) entitled, *Development of Information Processing Skills and Research Strategies* was written by teachers and teacher-librarians in this district in 1987 and revised in 1988. This presents a continuum for sequencing and integrating information processing skills and research strategies within the curriculum from kindergarten to grade 12. Widespread use of such district materials with an integrated approach to information and instruction can help our students become informed, self-directed and discriminating learners for the twenty-first century.

Respondents to the District Services Review Questionnaire noted overall library services at the district level as satisfactory, with areas such as quality of professional journals, availability of audio-visual materials and efficiency of journal distribution as strengths. Improvement in the quality of audio-visual materials and better provision of reference teacher-librarian support were indicated by a majority of respondents as needs.

There is also general satisfaction with most district library support services. Strengths are indicated in the areas of library materials preparation, processing rebinds, travelling fiction collection and cataloguing of school library materials. Areas of concern relate to ordering of school library materials, more consultancy with teacher-librarians, and progress towards library automation. In addition, the impact of technological change on information processing and distribution is of some concern. Furthermore, curriculum changes, the trend towards cooperative teaching as a model for teacher-librarians, the process of library automation and lack of specialist training all indicate a need for more direct teacher-librarian support and service. As a resource media centre the school library is an integral part of the school instructional program. Technological advancements are rapidly changing school facilities. Many of our school libraries will require additional space and facility upgrades to accommodate the use of new technologies and to allow the school library to expand its instructional function as an extension of the classroom.

RECOMMENDATIONS

That the District continue to ensure a holistic approach to instruction in communications with equal emphasis upon speaking, listening, reading and writing, from kindergarten through grade twelve.

That the District ensure that the widespread use of technological tools for communication and information technology becomes an integral component of the curriculum.

That the District create a position of **District Teacher-Librarian Coordinator** who will be responsible for coordinating the following services:

- district library program,
- district audio-visual collection,
- library reference services to district teachers,
- library processing,
- library automation process.

That the District create a position of **District Teacher-Librarian Consultant** to provide consultative services to teacher-librarians.

CONSIDERATIONS

- Ensure that a variety of processes and strategies for effective communication are directly taught to students so that they are encouraged to select such techniques and use them regularly in their lives.

- Provide inservice and training opportunities to make district-wide use of models for integrating classroom, library and computer instruction from kindergarten to grade 12.

- Provide flexible space within a secondary library with several stations or carrels both for student reference or lab use to accommodate many different activities such as group research projects, viewing video tapes and using CD-ROM players.

- Design the secondary school library to be accessible from classrooms throughout the school via networking for possible enquiry into resource technology such as CD-ROMS.

- The School District No.43 publication, Development of Information Processing Skills and Research Strategies and the submission of the Coquitlam Teacher-Librarians' Association, The Challenge Ahead Report on Library Programs and Services can serve as useful references for further program development and implementation.

Optional Programs

Optional programs are those within the school system which are intended to offer further instructional choices to students. They may differ from regular programs in their emphasis, language of instruction and/or organizational patterns but not with regard to provincial and district mandates for curriculum, goals and standards. Optional programs presently offered in the district are Advanced Placement, Career Preparation, French Immersion, International Baccalaureate and Montessori.

Within our parent community there is a desire for some measure of choice in selecting programs. Students themselves vary greatly in their interests, learning rates, styles, and desire for flexibility in program organization. As pupils grow older these variations help to create diversity in their perception of what is relevant and appropriate to their educational goals. Having varied, optional programs can aid parents and students in finding the educational environment which best suits their personal goals and priorities.

Choosing a particular program option seems to indicate a strong commitment to that program and this itself predisposes a student to success. By offering program choices within our school system, we encourage diversity and this has the potential to enrich our offerings to students.

It is important to recognize that optional programs must still meet the common goals and standards for the system as a whole. Optional programs need to be viewed as choices which serve the many goals shared by all programs. Some optional program goals may differ in order to provide program variety within the same standard curriculum. Therefore, all district programs must be advertised as being equally effective and desirable for meeting the needs of our students, and these programs must be available as universal options within the parameters of suitability for a learner's immediate age and level of achievement. Optional programs should, therefore, remain integrated into existing school environments. As with all educational programs, optional ones need to be monitored and evaluated regularly.

RECOMMENDATIONS

That the District continue to offer optional programs and entertain the prospect of offering more, as the need or demand becomes apparent.

That all optional programs be compatible with and address the goals, curriculum, standards and policies of the province and the district.

That within the parameters of appropriate student age and achievement, access to optional programs be universal.

That optional programs be integrated into neighbourhood schools with student enrollment numbers appropriately balanced between regular and optional programs.

CONSIDERATIONS

- Present optional programs may need to expand and the variety of options may grow as public demand and social pressures dictate.

- Optional programs should be funded and staffed equitably with other programs. Start-up costs may equal those for equipping new classrooms. Federal funding for French Immersion should be used to defray costs which are incurred in addition to those for educating in English.

- Optional programs need to be monitored for compliance with provincial and district curriculum, goals, standards and policies. Criteria and timelines should be developed for program evaluation.

- Criteria for teacher qualification and inservice should be developed as appropriate for each optional program. Linguistic qualifications for language immersion programs and Montessori training for Montessori programs are important. The district will need to encourage teacher training in these areas and hire on the basis of such qualifications.

- Transportation of students to locations of optional programs should remain a parental responsibility. However, the programs themselves must be strategically located to ensure accessibility. The present organization of zonal catchment areas for French Immersion programs could be considered for other optional programs where numbers warrant. Safe drop-off and pick-up facilities will be necessary at each location.

- The priorities, advantages, disadvantages, differences and trade-offs of various programs, including the regular program, must be clearly communicated to parents. Principals and vice-principals will need to be well-informed and impartial about all available programs. Criteria for placement of students in optional programs should not discriminate against any child of suitable age and achievement. Criteria for priority placement of Montessori students need revision.

- Optional programs should be managed at the district level with a rationalized plan for growth and coordination of resources. While the ratio of students in optional programs and regular programs is difficult to control, every effort must be made to preserve a balance.

French Language Programs

School District No.43 (Coquitlam) has helped to pioneer French Language programs during the past twenty years and has coped with many organizational, curricular and administrative issues in order to serve students and parents well. Board policy has directed this programming and has made it possible for programs such as Elementary and Secondary French as a Second Language programs (F.S.L.), Early and Late Immersion, and Programme Cadre de Francais to be offered in dual-track schools in our district.

As required by district policy, Elementary French as a Second Language is offered in Grades 5, 6 and 7 in all elementary schools enrolling those grades and in some other grades in a few elementary schools where there is the desire and capability of offering additional French instruction. Secondary French as a Second Language is offered in all our secondary schools in accordance with Ministry of Education prescription.

As French Immersion programs have demonstrated their effectiveness, French as a Second Language (F.S.L.) programs have become more critical. Aims of F.S.L. programs include those related to attitudinal and cultural as well as linguistic attainment. Compared with French Immersion programs, F.S.L. goals are similar although the time allotted for F.S.L. programs is less. Staffing, timetabling and curricular problems also impact on the quality and effectiveness of F.S.L. programs.

As an optional program, the French Immersion program has had a long and outstanding tradition in this district. French Immersion had a modest start as an experimental program in Kindergarten at Alderson Elementary in 1968. Within ten years of that date a formal district policy on the administration of the Immersion program was approved and five elementary schools were designated for Early Immersion. At the same time, the program was expanded to include Late Immersion which was initiated in Grade 6 at Mary Hill and Parkland Elementary schools.

School District No.43 (Coquitlam) has a dispersed population and is experiencing rapid enrollment changes in some areas of the district. One result of these enrollment changes is that it has been possible to house Immersion programs more readily in the areas experiencing fewer enrollment changes than in those with constant enrollment growth. Four of the eight Early Immersion schools and two of the three Late Immersion schools are located in the west-end of the school district, an area which has not experienced dramatic enrollment growth in recent years. Three of the five Immersion secondary schools are also located there. As a consequence, pupils residing in areas of greatest population growth have to travel out of their school-attendance area to attend an Immersion school. Though attendance at a French Immersion program is optional, transportation is the responsibility of parents and in that respect, all students may not have equal access to a French Immersion program. This problem of accessability is a district concern.

Currently, Early French Immersion is offered in eight elementary schools and continued in two junior secondary and two senior secondary schools. Late French Immersion is offered in three elementary schools and continued also in two junior secondary and two senior secondary schools. A one-semester Grade 9 French Immersion program, Place Immersion Francaise (P.I.F.), is offered at Mary Hill Junior Secondary School. As of September 1989 there are over 2,700 pupils registered in French Immersion in this district, approximately ten percent of the entire student body. Six hundred of these students are in Late Immersion. With the steadily climbing enrollments of recent years, it is anticipated that the demand for our French Immersion programs will continue to grow. There has always been a strong impetus from our community for support and expansion of French Immersion programs in our district. This is a direction we should continue to pursue.

Programme Cadre de Francais is offered at Millside Elementary and Como Lake Junior Secondary Schools. This program is designed for students who have at least one Francophone parent. The program started in 1985 with an enrollment of 12 students. Currently, 48 students are enrolled in this program at these two schools. Parents of students in Programme Cadre de Francais want their children to be bilingual, to maintain their French culture and heritage and are anxious to have their own French Community School.

RECOMMENDATION

That, in view of existing support and projected demand, the District consider having another French Immersion entry point at grade four, the start of the seven-year sequential program.

CONSIDERATIONS

- French Immersion entry at grade four should provide easier access to an Immersion program for more students.
- French as a Second Language programs at the elementary and secondary levels are in need of review in terms of staffing, time allocation, and program development and articulation issues.
- The issue of a French Community School for Programme Cadre de Francais students requires further examination.

Student Assessment and Evaluation

Student assessment/evaluation is an integral component of the teaching-learning process. As the teaching-learning process changes, so too should student assessment/evaluation. Evaluating student progress is therefore an important measure of the long-term effectiveness of an implemented change. In this district, assessment is taken to be a systematic process of gathering evidence of what a child can do. Evaluation then becomes the use and interpretation of this evidence, making judgements and decisions based on assessment.

The process of assessment begins with systematic collection of information on the outcomes of instruction. Then, professional interpretation of these data indicate the extent to which system goals are being achieved in the classroom. Programs are planned and modified accordingly with individual reports of progress made to parents periodically.

Both formative and summative evaluation of the teaching-learning process are essential. For the student, formative evaluation provides concrete information on personal progress. For the teacher, formative evaluation indicates the need for diagnosis and remediation.

Typically, summative measures are used at the end of a learning sequence. They contribute a more formal assessment of student potential than formative evaluation. They present progress not only from the perspective of the individual but also indicate how each student's progress relates to that of others.

A student assessment/evaluation process is most useful when it conveys information on cognitive, psychomotor and affective domains of performance. Traditionally, summative evaluation focuses on measuring cognitive and, to a lesser extent, the psychomotor domains. However, when the principles and goals of programs change, procedures for evaluation should embody the spirit of the change. Measures of student evaluation should therefore parallel the intents and expectations determined for the change process. Both learning process and content acquisition need to be evaluated, ensuring that assessment procedures reflect the programs in place and not just initially desired goals, aims and objectives.

Our revised *Student Assessment and Evaluation Handbook* (1989) emphasizes **continuous progress** for our students, particularly in their early years. We envision assessment and evaluation thus:

> *Children develop a variety of skills at different ages. Continuous progress occurs when the child progresses according to his/her academic, social, emotional, physical and aesthetic development. Teachers seek to provide opportunities for children to develop cognitively, attitudinally and socially using a variety of approaches.... They facilitate, guide, direct and extend children's learning. A teacher respects a child's development, keeping in mind characteristics of the age level of the child, his/her stage of development and the manner in which the child learns best. Using a variety of evaluation and assessment strategies, teachers continuously monitor the learning environment in order to assess a child's progress (p. 2).*

District goals for assessment and evaluation of students in our schools reflect our knowledge of how students learn and revised Ministry initiatives for the intellectual, human, social and career development of students, throughout their lives at school.

In view of provincial policy directions and corresponding district initiatives, it is vital that parents be kept informed of the progress students make in reaching the expectations set for them through curriculum and instruction at school. Good communication links with parents make reporting student progress more effective and it must be noted that report cards are but one method for reporting on student progress. Schools and parents should be encouraged to use both oral and written approaches when communicating with each other.

RECOMMENDATIONS

That in light of the number and complexity of policy and curriculum changes at the provincial and local levels, the District re-examine the process of reporting student progress, making it consistent with the intended outcomes of these changes.

That a consistent format for reporting student progress be used across the District at each level of schooling.

That, in reporting on student progress, the District continue to promote two-way communication with parents by making use of a variety of formal and informal strategies such as, conferences, telephone calls, visits, notes and anecdotal reports.

CONSIDERATIONS

- Encourage further use of developmentally-appropriate methods, such as observation, conferencing, anecdotal reporting and examination of multiple samples of students' work for evaluation.

- Ensure that assessment and evaluation activities take into account the full scope of the curriculum, including cognitive,, social, emotional and psychomotor development.

- Ensure that assessment and evaluation activities take into account and provide for higher-level thinking and cooperative learning strategies.

- Encourage classroom evaluation practices that include criterion-referenced evaluation.

- Encourage consistent and equitable methods of reporting student progress which take into account curricular goals, personal excellence and group norms.

- Encourage and support teachers in the use of technology in student assessment and reporting procedures.

PART III

OUR CHILDREN, OUR SCHOOLS

Schools and Society

Part II of this report has presented a snapshot of life, learning and work now and at the turn of the next century. This picture was intended to illustrate how the present and future challenges which schools must face, fit within the larger framework of major societal change. Schools in British Columbia have by their small moves of the past decades, not quite kept in step with the larger contemporary demands of the individual and of society. Looking ahead is necessary for a strategic, reasoned approach to comprehensive, future-oriented educational planning. A focus on what is likely to happen to the individual and to society in the coming years and consideration of current and future challenges, may indicate fruitful new directions for which purposeful action can be taken. In light of the trends identified in Part II, it would seem that, indeed, potential exists for significant alteration in the purposes and processes of schooling.

That schools serve a social function is clear. Schools lay the foundation for social and economic stability. They are seen to contribute to the social good by promoting treasured ideals of society, such as democratic citizenship, cultural preservation and national pride. In fact, historically Canadian schools have been ascribed a major role in the self-preservation of our society.

Just as schools serve the social order, so too they cater to the needs of the individual within society. Schools influence and often determine personal development. Observations of this function of schooling would indicate that schools have an important place in the moral maturation of the young. Attitudes such as honesty, pride and punctuality are typical of those which schools have traditionally sought to transmit to the individual child through various aspects of schooling.

Both the personal and social intents of schooling are reflected in the mission statement adopted (Ministry of Education, 1989b) by the government of British Columbia:

> *The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.*

Similarly, the mission statement of School District No.43 (Coquitlam) shows our commitment to serving the individual needs of our students and the demands of our community:

> *We affirm that our main goal is to integrate all aspects of education in our community, making our physical and human resources serve the needs of all ages and all sectors in our district.*

Data from both the submissions to the Project and the **Directions** Needs Assessment indicated how central a role we in this district think family-school relations play in schooling. We look upon contemporary changes in family structure with encouragement, hoping to capitalize on the renewed interest and concerns for quality schooling which the families in our district have expressed.

Our communities are growing year by year and we have within our boundaries a diversity of families. This is clear from the trends presented in Part II. Some of our children have many social and economic advantages; others live in families with low income and difficult social conditions. But in terms of their experiences at school, we feel that **each of these children can reach comparable levels of comfort and personal excellence in our schools.**

Chapters Four, Five, Six and Seven in this part examine critical issues that impact on our schools' ability to provide quality learning opportunities For Our Children.

CHAPTER 4

SCHOOLS AS LEARNING COMMUNITIES

Working with Children

If you stroll through one of our schools today, you will notice that a student comes into contact with many persons as well as the classroom teacher. All of these people, inside and outside of the classroom, collaborate to influence and support quality learning experiences for our children. Though the number of such persons will vary with the particular needs and circumstances of each child, these individuals, with the teacher at the centre of the team, form a learning community.

This extensive network consists of both employees and volunteers. Parent volunteers and school and district parent committees help to ensure that each child receives well-rounded learning opportunities and experiences at school. Volunteer contributions are remarkable. In addition, a web of personnel within each school works directly and indirectly on behalf of each child. These employees include the school secretary, custodial staff, district staff, school principal, area counsellor, psychologist, speech language pathologist, school nurse, teaching assistants, learning assistance teachers, English as a Second Language teachers, other specialist teachers, teacher-librarians, teacher consultants and classroom teachers.

Employee Groups and District Culture

Over the years, various terms have been used in our district to identify these employees. Sometimes, these alternatives cause confusion. Our employees all work to facilitate improved learning conditions for our children. To emphasize the importance of collaboration and collegiality, we should consider standardizing the terms we use to describe employees and their work.

The following generic terms seem appropriate to characterize the various employee groups in School District No.43 (Coquitlam):

• **District Administrative Staff** *offering district leadership and indirect support for eaching/learning.*	exempt education and business staff including executive secretaries, district supervisors, business office accounting and engineering staff, administrative and communications support to the superintendency.
• **District Support Staff** *offering indirect support for instruction.*	Canadian Union of Public Employees, speech language pathologists, teaching assistants, noon-hour assistants, secretaries, caretakers and maintenance staff.
• **Instructional Staff** *directly involved in teaching.*	includes classroom teachers, specialist teachers, substitutes, department heads and counsellors.

• **Resource Staff** *providing direct resources to teachers and students in curriculum, instruction and staff development.*	program coordinators, consultants and helping teachers.
• **School Administrators** *providing leadership in the running of our schools and in curriculum and instruction.*	school principals, vice-principals and district principals.

Table 11
Distribution of Employee Groups
in School District No. 43 (Coquitlam), 1989 - 1990

District AdministrativeStaff	28
District Support Staff	1, 075
Instructional Staff	1, 296
Substitute Instrictional Staff	135
Resource Staff	17
School Administrators	88
Total (full-time and part-time staff)	**2, 639**

Source, *School District No. 43 (Coquitlam). 1989*

During the last school year (1988-1989) this district employed 2,639 persons, making School District No.43 (Coquitlam) the largest employer within the five municipalities we serve. Table 11 shows the current distribution of employees in our district.

School District No.43 (Coquitlam) values the expertise of both teaching and support staff. Working together these groups can enable us to maintain a progressive future-oriented stance in developing the children in our schools. As we move towards the twenty-first century, terms such as *sharing, common purpose, consultation, cooperation, networking, collegiality, and collaboration* assume added meaning for our school community. The manner in which we live out these terms in day-to-day district operation spells how successful we can be at providing conditions of learning for our students and the programs and services that prepare them adequately for their future. In simpler words, ideals of our community such as cooperation and collaboration must be manifested in our work activities and in our district and school culture.

The focus has to be on the student as an integral part of a larger community which includes both teaching and support personnel. Close collaboration between these two groups is necessary to maintain consistency across programs and services offered by the district, especially in the face of rapidly changing student needs and new social pressures and demands. To encourage and support change it is necessary to build a culture for change with an appropriate climate for change.

Collaborative and cooperative modes of working imply more sharing of ideas and participatory decision making in the workplace at all levels. This has implications for school and district structures, and on the whole, for the climate of district culture which characterizes our school system. The organizational culture of a school district can merely maintain satisfactory employee morale or actively encourage and support innovative, enthusiastic employee involvement.

This district and its employee groups have a history of working cooperatively within a progressive education system. However, employee job satisfaction can be further enhanced and morale boosted in a climate or culture that brings out the best in employees. Employer and employees must aim to develop strategies that facilitate active employee involvement, providing also opportunities for personal growth and advancement. Schools either succeed in meeting society's needs or they limp along. Their success in the final analysis, largely depends on the expertise, skills and commitment of employees. If employees are to be enthusiastic and imaginative in their contributions, they must be made to feel that their input counts.

Participants in **Directions Part B** indicated strong support for the statement that, *our school system is most likely to achieve its mandate if decision making at the school and district levels is based on a collaborative participatory model.* They made the following observations:

- Collaborative decision making goes hand-in-hand with strong leadership.
- We must be able to determine which decisions are more practicable and efficient using a non-collaborative model.
- A greater degree of input from employees creates a sense of greater control over the work environment, leading to a greater energy level and enthusiasm for job responsibilities.
- Collaborative decision making encourages good personnel relations and leads to recognition of leadership and management ability.
- Collaboration and participation require the development of new skills and the assumption of responsibilities which move beyond traditional loyalties towards an understanding of the broader picture.
- Time, resources and more commitment are required to make collaboration work but this process should facilitate and improve the quality of system-wide decision making.

RECOMMENDATIONS

That the District make deliberate efforts to work with employee groups to develop processes and strategies which will enhance job satisfaction, boost morale and maintain an organizational culture which will support employee involvement, shared decision making and opportunities for personal growth and advancement.

That, in the interest of pupil welfare, the District emphasize the importance of school-based decision making, such that policies and procedures reflect this commitment and school-based input is sought whenever policies or issues affect pupils and their schools.

CONSIDERATIONS

- Seek employee input to update staffing requirements, job descriptions, coordination of services, and recognition of all employee groups.

- In consultation with employee groups, the District should sponsor an orientation program with mentoring follow-up activities to introduce new employees to the culture of the district and address the particular needs of their work environment.

- In consultation with employee groups, the District ought to encourage, support and recognize collaboration and cooperation amongst employees.

School Administration

A collaborative model implies community sharing of knowledge, expertise, opinions and concerns between both teaching and non-teaching personnel. Encouragement has to be offered for teachers in particular to step away from the isolation of their own tasks into the roles of team players in small networks of employees. For district-based staff, collaborative networking favours good leadership over management. For school-based staff, the importance of the school principal as an instructional and curricular leader must be supported.

Those who are school administrators know first-hand the myriad tasks for which they are responsible daily. Also, by the very nature of contemporary society, more and more demands are being placed directly upon the school, making the role of the school principal more disjointed, demanding and hectic. In the coming decade the following factors are more likely than ever to bring new challenges to the leadership of the school principals in the district:

- a new School Act/Regulations
- changing lifestyles and social moves
- more parent and community involvement with higher public expectations
- more diverse and special programming and differentiated staffing
- more team-based staff decision making and goal-setting
- more community use of school facilities
- impending teacher shortage
- lifelong learning with its requirement for self-knowledge, training and renewal
- school/district liaison
- more working students at school
- keeping dropout rates down
- extensive curriculum innovation
- administrative use of technology for record keeping/communication, and
- aging and outdated facilities and equipment.

Recent research findings on school improvement stress the vital but multi-faceted role of the principal as leader, mentor and manager of the school. According to several researchers (Cuban, 1988; Good & Brophy, 1984; Joyce & Showers, 1987), successful schools have successful principals who:

- work collegially with staff to create an orderly, goal-oriented, school community with strong leadership, good morale,positive climate and high expectations for student behaviour, progress and achievement.

- work with the community at large to provide programs, services and resources that respond directly to identified student needs.
- provide opportunities which cater to the whole child — social, physical, emotional and academic requirements.
- provide professional suggestions to staff about their work and encourage peer coaching, teacher collaboration and relevant inservice.
- monitor and systematically report on pupil progress to students, parents, school staff and district staff so that remediation may be offered where necessary.

These many tasks and responsibilities of the school principal necessitate added recognition and more emphasis on opportunities for lifelong learning, self-knowledge and renewal. **Directions** data from employee groups across the district support these needs.

RECOMMENDATIONS

That the District enhance leadership and training opportunities for school administrators to take into account the changing role of the school principal.

That the District recognize and support the quality of school administrators by distributing their expertise throughout the schools of the district, taking account of individual growth and career goals as well as the needs of the district.

CONSIDERATIONS

- Growth and career goals of the individual must be considered in the assignment of employees.
- Transfers and exchanges should continue to be encouraged as opportunities for professional growth and development.

Hiring and Appointment

Our current policy indicates that:

> *The Board aims to employ personnel whose training, knowledge and skills are highly developed and who are strongly committed to this district's focus on the welfare of our pupils and the quality of educational programs and services. The Board aims to provide staff with assignments and opportunities that will best enable them to use their skills. It aims to encourage and assist staff to assess their performance and to provide them with opportunities to develop professionally.*

This reflects the Board's commitment to ensure that our human resources are deployed so as to support the district's current and changing programs and services.

During the second phase of the **Directions** Needs Assessment Process, various employees and community members were asked to interact with the following stimulus statements:

- The district must continue to work towards a hiring and appointment policy that emphasizes clearly demonstrated qualifications and reflects the gender and ethnic representation found in the community.
- Employee and employer share the responsibility of providing for and participating in ongoing training and professional development opportunities.

- Employees should have access to a variety of career options during their tenure with the School District.

District opinion corroborated each of these statements. The following comments were offered in support of them:

- Maintain quality in hiring and appointment and modify recruitment and retention processes to explicitly accommodate this aim.
- In view of our recent steady growth in enrollment, anticipate the supply and demand factors that will influence our potential to obtain and retain quality employees.
- Put in place at an early date processes which ensure that School District No.43 (Coquitlam) can compete effectively in a slim market for the quality employees we seek.
- Expand staff development and training offerings to meet changing curricular and instructional needs of teachers and make more extensive inservice programs available to them.
- Provide a variety of career incentives to encourage retention of quality employees.

RECOMMENDATION

That the District continue to work towards a hiring and appointment policy that emphasizes clearly demonstrated qualifications, competence and experience.

CONSIDERATIONS

- Ensure that employees are placed in assignments consistent with their qualifications and experience.

Table 12
Satisfaction with Teachers of School District No. 43 (Coquitlam)

Respondent Group	Satisfied	Dissatisfied	No Opinion
Parents	89.4%	8.5%	2.1%
Non-Parents	58.9%	12.4%	28.7%
Recent Grads	96.9%	2.9%	1.0%
Students	69.1%	21.5%	9.4%
Staff	85.5%	3.5%	11.0%
Total Sample (915)	**76.6%**	**10.7%**	**10.6%**

Source, *Malatest Opinion Survey, 1988*

Employees of Quality

The Opinion Survey done in the first phase of this Project indicated overwhelming public support for the quality of employees in Coquitlam School District. Table 12 depicts the high level of satisfaction with instructional staff expressed across the sample. More than three-quarters of the sample expressed satisfaction with the district's teachers.

In fact, the researchers (Malatest, 1988) concluded that,

> *All respondent groups were very satisfied with the work teachers are doing. Public satisfaction (parent/non-parent) with teachers in School District No.43 was significantly higher than that of other school districts in British Columbia (p. 41).*

Levels of satisfaction with the work of administrative staff and support staff were only slightly lower for all groups across the sample. This differential, it was suggested, likely resulted from less familiarity with the work of these employee groups. **Directions** data, Project committee deliberations and submissions all substantiate the fact that district employees too are on the whole quite satisfied with their jobs.

We need to maintain this high level of employee and public satisfaction. This we can accomplish by:

- selecting, hiring and retaining quality employees,
- providing well-thought out orientation/induction/mentoring programs,
- offering career alternatives, incentives, renewal, advancement, and,
- ensuring pleasant working conditions and reasonable workloads.

The ability of the district to attract and retain high quality employees is critical to the delivery of quality education now and in the future. We have had little difficulty retaining our employees in the past. The average employee has been with this district for 13 years. However, with irrevocable social change, working in any educational system has become increasingly complex. Not only have the day-to-day routines of school life changed, but also there are many more critical influences on the work lives of employees. These issues necessitate that to retain quality staff employers provide adequate compensation, pleasant working conditions, appropriate supervision and coaching, counselling, recognition of employee contributions, open communications and incentives for career growth, renewal and advancement. Retention of quality employees is even more significant in times like these with technological forces shifting the workworld and predicted teacher shortages impending.

With expanding enrollments and increasing retirements the district will continue to hire new employees. These new employees have the potential to blend in with existing, experienced employees to provide quality learning conditions for the children of the district. At the present time school administrators are responsible for interviewing new applicants and district employees requesting new assignments, with the district responsible for appointing all personnel. This decentralized system has worked well and, therefore, should be maintained.

Our district emphasizes the welfare of our students and expects that employees are qualified for their positions. Many submissions to the Challenge Ahead Project commented upon the need for specialized knowledge in particular curricular areas as a prerequisite for specific assignments. It is likely that unnecessarily prescriptive classifications of teachers as qualified or unqualified for particular assignments would not be productive for the district. In view of the growing demand for interdisciplinary teaching, university transcripts, course records and experience records in the personnel department can continue to be used by administrators to select the most appropriate teacher for a particular assignment. School and district administrators have been making placement decisions along with teaching staff and they can continue to do so. However, induction, orientation and mentoring programs will offer ongoing support to our employees.

Table 13 depicts the distribution of employees by gender, training and work history across the three major employee groups in the district. It is evident from this table that although six out of ten employees in the district are female, only two out of ten administrators are female. Years of service and post-graduate training figures in that same table would indicate that there are presently high levels of education and experience within employee groups, male and female across the district.

If we are to successfully implement curricular changes that support gender equity, our district hiring and promotions policy needs to continue to address gender imbalances particularly in administrative positions. It becomes confusing for our students if we espouse values that are not a lived reality within the district community. Though there is no hard district data source currently available, it would appear that there is only a small number of minority and disabled persons on staff. This also needs to be addressed.

Coquitlam School District serves municipalities in the north-eastern sector of the Greater Vancouver Regional District (G.V.R.D) and population characteristics of the G.V.R.D. have altered dramatically in the 1980s, changing the ethnic profile of the entire region. With group trends in migra-

Table 13
Characteristics of School District No. 43 (Coquitlam) Staff, 1988

Characteristic	Instructional	Administrative	Support	S.D. No. 43
% female	60.7%	21.4%	61.1%	57.7%
% full time	81.3%	100.0%	66.1%	78.0%
% Part-time	18.7%	0.0%	33.9%	22.0%
% with University degree	92.6%	100.0%	18.6%	70.4%
% with Post-Grad training	54.6%	64.3%	13.0%	42.6%
% with Children in S.D. 43	25.0%	28.6%	33.9%	28.1%
Average No. of Years worked in S. D. 43	12.7	20.5	11.7	13.0

Source: *Malatest Opinion Survey, 1988*

tion from Vancouver to suburbs like Coquitlam, it is to be expected that the ethnic composition of our district community will further diversify. In a new immigrant country like Canada it is vital that social institutions such as schools manifest values and policies which recognize and support national goals of cultural pluralism and ethnic diversity.

Often, arguments for employment equity in terms of gender, disability and ethnicity are countered by reference to the need for competence and qualifications. Research indicates (Cummings, 1984; Moodley, 1985) that to be considered for employment, minority persons often have to equip themselves with superior qualifications and work experience to establish themselves as fair, competitive choices. There are increasing social pressures to implement hiring policies that address gender and ethnic representative imbalances that may exist in district staffing. The district should establish policies and procedures to encourage women, visible minorities and disabled persons to apply for positions in the district. Otherwise, affirmative action hiring programs may later become necessary to redress present imbalances. An initial step would require that relevant data be collected to assist in making hiring and appointment decisions which relate to these groups.

Over the past three years the district and the Coquitlam Teachers' Association have co-sponsored a number of information meetings on hiring, staffing, retirement plans, resume' writing, interviewing and part-time teaching. These meetings have helped staff improve their understanding of the hiring and promotion practices in the district and they have been well received by teachers. Such meetings should continue but be made available to other employee groups as well.

RECOMMENDATIONS

That the District continue to work towards establishing a climate in which visible minorities and disabled persons are encouraged to apply for positions in the school district.

That the District continue to work towards establishing a climate in which women are encouraged to apply for positions of leadership.

That the District maintain employee records which will provide up-to-date data on employment equity and related staffing issues within the district.

CONSIDERATIONS

- Establish and promote a mentoring system to encourage and support more females to become leaders.

- Promote gender equity by encouraging females to apply for non-traditional roles.

- Offer more opportunities for minorities and women to participate in informal leadership roles.

- Offer career alternatives counselling for employees considering career change.

Supply and Demand

According to Ministry of Education projections, enrollment in this district is projected to increase by at least 5,000 pupils within the next five years. Using the 1988-1989 pupil/teacher ratio (PTR) of 17.77 to one, this increase implies that the district would probably need to hire 275 new teachers by the year 1993. In addition to new appointments for enrollment growth, another 180 may be required to replace those teachers who leave or retire from the profession during those five years. Since support staff requirements are driven by formulae related to enrollments and school size, it can be anticipated that additional support staff will also be required within the next decade, particularly with integration of special needs children. Expanding *programs and service* levels further increase demand for teaching staff. We estimate that a total of 490 teachers will be needed in this district alone, within a five-year period, to support the changing levels of programs and services, maintaining the current pupil/teacher ratio.

According to the Sullivan Royal Commission (1988f), provincial universities in British Columbia now produce about 1,200 teachers who enter the profession each year and even now, these numbers are being revised upward. Combined with the available pool of unemployed teachers, the Commission estimates that until 1991-1992 there will be an adequate supply of teachers, although some specific subject areas like mathematics and special education might well exhibit shortages before then. Teacher shortages are predicted for subsequent years. These shortages are nation-wide. They relate to policies of the past decade which prompted teacher training institutions in B.C. and across Canada to limit teacher enrollment in response to the declining school populations and economic recession of the early eighties. This school district is, therefore, not alone in facing a projected shortage of teachers.

The district must continue to refine its record-keeping and planning processes to ensure that accurate data regarding employee supply needs are regularly collected. These data should include actual and projected school enrollments, information on age distribution of current employees and impending retirement dates. From these data accurate estimates of the number of employees required to meet enrollment growth, and for replacement within the next decade could be projected. Processes must be put into place to ensure that these data can be collected and analyzed systematically and that relevant stakeholder groups are involved in employment planning processes.

Attracting employees of quality during a time of shortage is particularly difficult but various options exist to enable the district to use recruitment strategies that allow us to supply the needs of this district. Interview sessions at regional universities, provincial and national sites should continue to be pursued. In addition, the district can shorten its staffing timelines to remain one step ahead as it competes with surrounding school districts for personnel. Attractive promotional, audio-visual and print materials can be more widely used to promote the benefits of working in our schools.

In the past, new employees, in particular teachers, were hired initially on temporary contract. Now continuing contracts are being offered to teachers newly hired into the school district. This type of contract has given the district a distinct advantage in attracting quality teachers to the district. It is suggested that the district continue to offer these types of contracts to beginning teachers.

The district must liaise more closely with post-secondary institutions in the coming years. It is very important for the district to have current data regarding the supply of teachers and support staff registered currently and projected for training programs at universities, institutes, and colleges. Partnerships with post-secondary institutions will enable the district to determine potential sources for employee recruitment and ascertain alternatives for future supply. Collaborative program planning processes between the district and regional post-secondary institutions would be helpful.

With an impending national shortage of teachers, it is suggested that the district investigate the feasibility of establishing a collaborative university and school district teacher internship program. This type of initiative would increase the potential supply of teachers for this district and also provide more opportunities for extended inservice of instructional staff in our schools.

Determining supply and demand for the teacher labour market is by no means easy. The teacher labour market is complex and there is not enough general knowledge about teacher career patterns to give strong indications of major trends in teacher employment. There are three major influences on teachers' career paths today, namely subject specialty, attrition related to age of entry and short career interruptions.

However, the teaching force in School District No.43 (Coquitlam) has been stable in past years, with an average teacher career history of 12.7 years. For one thing, teacher supply is inextricably connected with enrollment growth. In a district such as ours with numbers of students climbing steadily each year into the next century, there is an undeniable need for an adequate supply of teachers.

To fill this quota of teachers we can expect younger teachers to join our ranks. The research indicates that the first five years are the most tenuous in a teacher's career. Any moves we make in the district to combat restricted supply of teachers must include incentives to attract and keep young beginning teachers in this district for their first five years of teaching. First year teachers bring idealism, eagerness, and boundless energy into their initial assignments. However, these attributes may prove to be inadequate to keep novice teachers if they are placed in situations where there is insufficient response to their professional needs.

Experience and research reports such as *A Legacy for Learners (1988)* draw attention to the question of placement of teachers during their first year of teaching and the way these novices are inducted into the profession. While first-year teachers may feel prepared for classroom life, they are frequently faced with unreasonable and inappropriate teaching assignments. In order to ease the entry of the beginning teacher into the rigors of classroom life, the district should develop an induction program for beginning teachers that may be characterized by a reduced teaching assignment and special support services for teaching.

The Malatest Opinion Survey, Challenge Ahead Submissions and **Directions** data all strongly indicate that experienced teachers in our district have two major constraints, **time** and **workload**. In the face of our own desire to implement district-wide innovation, including Ministry Policy Initiatives (1989) which mandate systemic change in the next decade, and social challenges and demands of the 1990s, these two constraints will not lessen in pressure. Moves must be made now to develop policies and practices which will support our teachers and further open market windows for this district on teacher supply.

RECOMMENDATIONS

That the District develop a planning process to identify the short-term and long-term supply of employees required by this district.

That the District investigate the feasibility of establishing a joint teacher internship program with the teacher training *institutions*.

"...as more teaching positions become available, it is highly likely that teachers, especially speciality teachers, in more remote areas of the province will gravitate toward larger population centres. consequently, school districts outside the larger centres may experince difficulty in obtaining qualified teachers even earlier than our projections indicate." Sullivan Royal Commission, p.124

CONSIDERATIONS

- Design orientation, induction and mentoring programs for new employees, especially beginning teachers.
- Give beginning teachers in this district access to induction programs with reduced teaching assignments and special support services for teaching.
- Continue to offer continuing contracts to newly hired teachers.
- Continue to liaise with post-secondary institutions in order to influence the direction and development of programs from which the district is likely to draw employees.
- Investigate what specific actions other employers take to maintain adequate employee supply.
- Refine the recruitment process for new employees.
- Compile up-to-date career profiles of all staff positions in the district.
- In cooperation with employee groups, establish an Employee Wellness Program and continue the Employee Assistance Program.
- Develop, in consultation with the Coquitlam Teachers' Association, a Teacher Career Options Program to provide teachers with opportunities for a variety of professional roles and responsibilities while they remain practising teachers.
- Establish a user-pay daycare program for children of district employees.
- Continue to offer part-time and job-sharing opportunities for teachers.
- Subsidize continuing/lifelong learning programs for staff.
- Develop packages of incentives for existing and new employees.
- Investigate and implement employee recognition programs.
- Prepare attractive information packages to communicate these district initiatives to potential and current employees.

Service Levels

The term *service levels* is being used here to describe the human resource allocations that are provided in the district. Service levels have a direct impact on the quality of district services available. Since human resources make up the largest portion of the budget it is evident that improvements in service levels will require additional funding.

Service levels for programs and services are reflected in the number of teaching, administrative and support staff deployed in the district. It is very important that the district establish service levels to provide for the continued delivery of high quality education services to the students of the district. Service levels must take into account staffing formulae and specific program and service allocations in the following areas:

- prescribed and optional programs,
- counselling services,
- special learning needs programs and services,
- French programs and services,
- library/resource services, and
- administration/supervision.

Support staff play an important role in assisting teachers in their work with students. Support service personnel include caretakers, secretaries, teaching and noon-hour assistants, speech/language pathologists and other employees and their allocation is driven by formulae. Increases in student enrollments, school size, expectations of parents, integration, changing curriculum, contractual provisions, Board policy and technological changes are only some of the many factors that have altered district need for support staff. Allocations of support staff should be reviewed so that service levels are driven by need rather than inflexible staffing formulae.

Many submissions to the Challenge Ahead Project called for changes to the service levels now provided for counselling, speech/ language pathology, other special education services and programs. The Challenge Personnel committee is of the opinion that the district should annually review the delivery and levels of special services and programs.

RECOMMENDATIONS
That the District adjust school staffing ratios to support increased time needed for collaborative decision making amongst school staff, district staff, parents and the community at large.

That an annual review process be established to generate delivery options and service levels for special services and programs.

CONSIDERATIONS

- The District must continue to work towards establishing service levels for all programs and services which will meet the particular needs of each school in the District.

Staff Development and Training

Employees of the district are a most important resource in the operation of this educational enterprise because the quality of education here can be directly attributed to the experience, qualifications and training of our employees. To be effective, employees require continual interaction with new skills and knowledge. Quality education can be assured by an employee workforce that is committed to lifelong learning. However, lifelong learning is only realistic if it is accompanied by concrete structures of support. Staff development and training are therefore essential to the maintenance and growth of quality in district employees.

Professional development, training, inservice, continuing education are only a few of the terms commonly used to describe the lifelong learning activities of school district employees. The committee is of the opinion that this district should consistently use one particular term, *Staff Development and Training*, to describe growth and development activities for all district employees.

It is imperative that the district articulate its expectations regarding staff development and training and that employees be informed about the support structures that are available to them in pursuing lifelong learning opportunities. In addition, the objectives of staff development and training programs must be clearly communicated. There is also a need to indicate how staff development and training activities will become accessible to employees. All employees, beginning and experienced, should have an opportunity to participate in relevant staff development and training programs, with program activities driven by staff need and delivered by credible facilitators.

Because of changing curriculum and new technology, staff retraining programs will also be required. Appropriate communications processes must also be in place to ensure that employees and the community are aware and supportive of district staff development and training programs.

Staff development and training in the form of professional development and inservice activities have been regularly undertaken by teaching staff. Consequently the phrase *Staff Development and Training* is well understood and used by teaching employees. All employees can benefit from planning and participating in programs that promote individual growth and professional development.

Therefore, the term *Staff Development and Training* is an appropriate and accurate way to describe such activities for all employees. Staff development and training programs are most effective when their design and content are relevant and meaningful to the needs of staff and so these programs should become a regular part of each employee's continuing or lifelong education. *In order for this* to occur, both employees and employer must share the responsibility for identifying, planning, and participating in ongoing staff development and training programs. But, such a commitment to lifelong education of employee groups ought to be accompanied by concrete structures of support provided by the employer.

Curriculum implementation is a major part of staff development and training. In the District Services Review Questionnaire the three factors most highly rated by all respondents as assisting in the implementation of curricula were district workshops, accessible materials, and release-time for workshops/inservice. District Professional Development days and resource staff assistance were also highly rated across all groups surveyed.

Throughout the **Directions Needs Assessment (Part A)** and survey returns there was an overwhelming response by all groups acknowledging the strain of **curriculum overload**. In the survey, *too many curricula being implemented* was the single, most highly rated factor hindering implementation. All teaching groups involved **Directions Part A** also identified program overload as a need to be addressed immediately by the district. Curriculum overload was the concern most cited by all teaching staff. Common were statements of: *too much/too soon, the overloaded school day*, and *not enough time to implement one curriculum well before another one needed to be implemented.* Concern has been voiced about ministry timelines as well as the introduction of locally-developed curricula. To allow for thorough implementation, teachers need time to understand and institutionalize curriculum.

In addition to curriculum overload, two other factors identified as hindering implementation were insufficient release time for both workshops/inservice and practical planning purposes at the school level, and insufficient materials. Throughout the **Directions** data, release time for implementation was expressed both as a current district strength and as a resource to be expanded.

District workshops and release time were identified as the factors most highly rated as assisting with curriculum implementation. Teachers need to have consistent district-wide information as well as opportunities and time to process this information with colleagues both in their schools and in the district. Lack of easily-accessible support materials was identified as a factor hindering implementation. Receipt of materials needs to be synchronized with the beginning year of implementation of a curriculum.

Effective staff development and training occurs at the district, school, and on an individual teacher basis. It is important for the district to ensure that appropriate resources are available to pursue staff development and training programs at these three levels. In addition, programs must meet the professional and personal needs of employees such as interpersonal and communications skill development, and time management.

At present, various staff development and training activities are initiated by the employer and employees. Staff development and training activities should be based on clearly articulated objectives which would also serve as a means for assessing those programs. Priority must be given to planning and coordinating staff development and training in the district, with structures for coordination at the district, school, and employee group level. Such structures have the potential to improve the planning and delivery of existing staff development programs.

Staff development and training programs must meet the needs of both beginning and experienced employees. In addition, the programs cater to the general and specialized needs of employees. Further, we must ensure that the needs of employees both at elementary and secondary levels are met and so these programs must be based on the needs of employees and developed in consultation with them. Staff development and training programs are now delivered in a variety of ways, with non-instructional days and release days the main methods of delivery for teaching staff. In addition, after-school, evening, weekend, and summer options are used by some employee groups. We must continue to use the present delivery options for staff development and training, but we must also explore other options such as Saturday sessions.

Research and experience demonstrates that employees have a preference for attending staff development and training activities that are facilitated by credible and experienced colleagues. The district should establish a cadre of *Staff Development Leaders* to facilitate staff development and training in the district and these facilitators would complement the efforts of district resource staff. Such a program would provide a means of enabling training programs to meet the wide variety of curricular and program needs of our employees. This program can also serve as leadership training opportunities for some of our staff.

Retraining of employees will be required to meet the needs of provincial education policy initiatives and district priorities. The district must ensure that processes are in place to anticipate, determine and monitor the retraining needs necessitated by these changing demands. Responsibility for providing resources to meet the emerging and continuing retraining needs of employees must be assumed by the District.

An effective district staff development and training program must include an effective communications component. There is a need for a district handbook to summarize the procedures and resources available for staff development. *Pro 'D in 43* should be revised and made available to all employee groups on a regular basis, with a new publication for parents and the community to explain the importance of staff development and training.

The quality of training, inservice and coaching can determine the success or failure of a change. Practitioners need to have opportunity for reflection with their peers during the course of change. Teacher resource teams can effectively provide support and encouragement for practitioners throughout change implementation. Respondents to the District Services Review Questionnaire expressed general satisfaction in the areas of district workshops/inservice, materials provided, and accessibility. These factors were ranked more highly than individual consultation and school-based workshops and demonstrations. Frequency of school visits was rated below average by all groups except district staff. This perception is understandable in view of existing heavy demands upon district staff. For example, present district staff organization allows for only one primary coordinator to support 45 elementary schools with 398 kindergarten and primary teachers. Reorganization and deployment of resource staff can alleviate these problems and provide the necessary support for teachers. Option A, with alternative Options B and C, proposed by the Challenge District Services Review Committee are intended to address these issues. In addition, continuing support during the institutionalization of change enhances professional commitment and contributes to lasting success. Further information on the role of training and coaching in the design of an implementation plan is available in Appendices H, I and J. Options for organizing resource staff are presented in Appendix K.

Staff Development and Training programs are vital in order to maintain a high quality work force that is able to meet the current and changing needs of the district and such programs will require additional resources. But, strong commitment to staff development and training will enable the employees of the district to provide quality educational services to the students in our schools now and in the future.

RECOMMENDATIONS

That the District continue to fund employee retraining programs and to provide the ongoing support required to assist employees to adjust to significantly changed assignments.

That employees and the employer share responsibility for identifying, planning, and participating in ongoing staff development and training programs designed to develop and extend employee knowledge and skills.

That the employer has responsibility for providing adequate financial, human, and material resources to facilitate ongoing staff development and training programs sponsored by the district.

That the District continue to support individual, school-based, and district-wide staff development and training programs in order to meet the professional and personal needs of employees.

That, as outlined in Appendix K, the District consider Option A as an organizational model, with Options B and C as alternatives to facilitate appropriate deployment of resource staff for staff development and training.

CONSIDERATIONS

- More planning, coordination, funding, resources and time are required for ongoing training and coaching than are needed for "one-shot" inservice.

- *Staff Development and Training* should be used as the common term to identify inservice, training, and professional development activities of all employees in the district.

- Staff Development and Training programs in the district should be guided by the following objectives:

  * To develop and extend the skills and competencies of all employees.

  * To initiate and support change based on principles of adult learning, staff development and current research.

  * To support and complement district goals.

  * To ensure the orderly development and implementation of provincial and local curricular and policy initiatives.

  * To design and use a needs assessment and/or other planning process as the starting point for initiating district, school-based, or individual staff development and training.

  * To encourage, train, develop and utilize district personnel for planning and facilitating staff development and training activities.

  * To make use of a system of feedback and evaluation in all staff development and training activities.

* To provide an effective communication process for the sharing and dissemination of staff development and training information.

- Staff Development and Training programs should be designed to meet the general and specialized needs of beginning as well as experienced employees.

- Structures should be put into place at district and school levels to facilitate coordination and planning for staff development and training. These should:

  * involve representatives of all employee groups,

  * enable the general and specialized needs of new and experienced employees to be met, and

  * include existing Staff Development and Training Committees.

- Teacher-resource teams need to be used for school support throughout the change process with continuous feedback and coaching provided to teachers by their peers.

- The district needs to structure staff development programs on adult learning theory, with mini-courses, inservice and coaching offered to school staff implementing change.

- Teachers should have the option of selecting amongst a number of alternative times for training.

- In consultation with employee groups, the district should establish a *Staff Development Leader Program* to train interested employees to serve as staff development and training facilitators.

- The district should prepare and distribute annually the following publications on Staff Development and Training:

  * a handbook that summarizes district staff development and training procedures and resources,

  * regular and timely information on staff development and training program offerings available,

  * a brochure for parents and the community that provides information about the purpose and use of non-instructional days for staff development and training.

CHAPTER 5

SCHOOLS AS LEARNING AND LIVING SPACES

Changing Facilities Needs

Aside from individual student need, three major factors tend to influence what schools ought to provide for students now and in the future. These influences are:

- rapid technological advancements,
- changing perceptions of curriculum and instruction, and
- increasing community interest and involvement in education.

Our aim in this district is to ensure quality learning experiences for all our students but it is said that, *students learn best when they feel well, when they feel good about themselves and when they develop a sense of meaning and purpose in life* (Saskatoon Board of Education, 1986). To be effective, learning must occur in spaces with conditions that foster and promote positive feelings of self-worth and a desire to achieve. Such environments are developmentally appropriate for the student, aesthetically pleasing, flexible and functional, with adequate use of the natural environment, attractive colours and materials, and efficient climate control systems. Learning spaces designed with the pedagogical needs of the student in mind, using multi-purpose furniture and moveable or adjustable walls to accommodate individual, small group or large group activities can achieve maximum flexibility. In this respect, flexibility implies not only the provision of adequate storage for materials and supplies but it also takes account of the specific community requirements in facilities planning and in site selection and building design criteria. It is essential to supply and maintain facilities with the degree of flexibility that allows provision for changing district needs, comprehensive, long-term facilities planning. In today's world, where schools are spaces for living and learning, school facilities must be planned, designed and equipped to match the changing needs of students and those who work with them in support of learning. Table 14 illustrates how the three factors identified above affect schools; the table also summarizes and shows how these influences impact on design and provision of school facilities.

Table 14
Impact of Changing Factors on School Facilities

Changing Factors	Influences	Impact on Facilities
rapid technological advancements	- widespread use and increasing reliance on computer databases, computer hardware and software for instructional and administrative use	- a technologically equipped classroom of the future - a well-integrated, secure, learning resource centre facility with adequate equipment and storage
changing perceptions of curriculum and instruction	- learning as lifelong, taking account of maturation and development - more diversified curricula and programs - increased demand for student services - more individualized learning opportunities - more integrated curriculum with interdisciplinary teaching and learning - more decentralized, school-based, collaborative decision making	- larger, flexible, moveablevaried spaces - individual and group space - adaptable classroom spaces, modules or pods with computer space/labs - appropriate work spaces for professional and support staff - adequate, secure storage for wide range of resources - electronically equipped classrooms with adequate wiring, ventilation, lighting, and colour; for individual small group, large group and whole class activities, with adequate traffic flow space and multi-purpose furniture
increasing community interest and involvement in education	- more community use of schools - a growing elderly population - more working mothers with growing need for childcare and family support services - more environmental concerns and interest in healthy lifestyles	- collaborative design and cooperative planning of school facilities - shared access and use of athletic facilities, storage, playgrounds etc. - childcare/preschool/daycare facilities - functional, flexible, safe, aesthetically pleasing spaces - adequate lighting, climate control with ventilation and emphasis on natural light sources - preservation of natural environment - attention to use of colour and texture in design

In terms of facilities, the policy of this school district states that:

> *The Board aims to provide facilities that best serve the programs and services within the district; to maintain and equip them as appropriately as possible, and to make them available to individuals and groups within the community in a regulated manner as long as such availability does not detract in any way from their prime use, for example, public schooling.*

Directions Needs Assessment processes, a data gathering tool for the Challenge Ahead Project, revealed the following perceived district strengths in facilities provision:

- extensive community use of facilities,
- Winslow Centre as a focus for professional activities,
- generally good quality learning environments,
- increasing efforts to improve maintenance of buildings and grounds.

But, there was also indication that district facilities needs to be addressed are:

- collaborative facilities planning processes,
- disparity of facilities space across the district,
- upgrading of facilities with standards to be maintained across the district and equity in continuous upgrading of buildings, grounds and equipment and,
- lack of storage space.

The Challenge Facilities Committee also administered a Facilities Survey to school principals in the district, a copy of which is provided in Appendix L. Generally, it was found that schools were well-maintained but needed upgrading to meet new standards and changing program needs. Some grounds required both a high level of maintenance and significant upgrading. New schools must be designed to meet new space standards and include up-to-date communications and electronic features. Integration of special needs students and increased itinerant staff also imply facilities changes. Processes for school facilities planning, capital programming, municipal liaison and review of school facilities design are also recommended for improvement. Respondents to the Facilities Survey showed considerable support for more joint planning with municipalities, with respect to both community use of school facilities and cost-sharing in the maintenance of outdoor athletic facilities, supporting our district mission statement which affirms that one of our main goals is

> ...to integrate all aspects of education in our community, making our physical and human resources serve the needs of all ages and sectors of our district.

Addressing Disparity

At present there is disparity in facilities space from the east to the west side of the district and, contrary to our district philosophy, variations in the quality of school facilities have the potential to promote unequal learning opportunities. Certain changes can be made to address this type of disparity. Older buildings, while sometimes more spacious, are in need of major retrofit to overcome deterioration and obsolescence. Many older schools do not meet new functional space standards and design faults in many buildings prevent optimal use of school space. Also, older materials and fixtures need to be replaced. To remedy disparity in facilities in the long-term, significant capital costs will be necessary with the funding for facilities changes based on need rather than on a formula. A district-wide review and evaluation of facilities needs would be an effective step towards identifying and addressing disparate facilities across the district.

Findings of **Directions (Part B)**, the Facilities Survey and the Challenge Facilities Committee deliberations indicate that new and existing facilities must be designed and upgraded, taking account of new technology, curricular and instructional changes, and more community involvement. The following issues must therefore be addressed in retrofitting or designing facilities throughout the district:

- **Classrooms of the future**
    - working conditions
    - computer space
    - network access
    - security
- **Curricular and instructional changes**
    - Winslow Centre
    - access for physically handicapped
    - environmental concerns
    - athletic facilities
    - storage facilities
    - life-cycle maintenance
- **More community involvement**
    - disaster relief centres
    - collaborative planning processes

Provision of adequate facilities throughout the district is essential to our aim of ensuring quality learning opportunities for all students of all ages in our schools.

RECOMMENDATION

That the District review our existing inventory of schools and address shortcomings and disparity in facilities across the district.

Classrooms of the Future

Classrooms of the future will continue to be centres of pedagogical activity and so they will need to be facilities that are aesthetically pleasing, physically comfortable and functional, designed to accommodate teachers, students and those who work in support of learning. As state-of-the-art *high tech* new technologies emerge with changing design features, the integration of technology within the learning environment will become more of a priority. For example, the use of computer equipment in all teaching and administrative areas and the rapid pace of change in technology and equipment already require electrical and mechanical systems to be very flexible.

Working Conditions

A comfortable, pleasant, efficient and safe working environment is essential for students and staff. School, classroom and furniture design have developed in the past without particular consideration of the environmental and ergonomic needs necessitated by the introduction of computers. It has now become evident that, for mechanical efficiency, computer rooms should be air-conditioned and dust free, with wiring that is easily accessible and expandable and lighting that avoids glare and reflection. Furthermore, lighting levels should be adjustable, combining room and task lighting.

Though not the most desirable, fluorescent lighting is necessary simply because of its low cost. Care should be taken to use proper lens diffusers to reduce glare. Possibly, in some cases the number of fluorescents could be reduced and task-oriented incandescent lighting used. While daylight has beneficial, aesthetic attributes, it is difficult to control the amount of glare that accompanies it. Indirect lighting appears to eliminate glare most effectively. When classroom work involves both video display terminal as well as paper, a compromise light level is required such as one bright enough for paperwork, without reducing screen contrast. Classroom changes of this nature must be anticipated, with the appropriate budget provided for them at the program implementation stage.

CONSIDERATIONS

- Select anti-static carpets and other floor coverings.
- Design computer room lighting to avoid glare and reflection.
- Establish ambient light at levels recommended by provincial health agencies.
- Provide some method of adjusting light levels in classrooms or have a separate light for the teacher's area to allow students to focus on the teacher's presentation.
- Take into consideration the issue of temperature control and ventilation.
- Replace chalkboards in all computer classrooms with whiteboards because of possible damage to equipment by chalk dust.
- Equip computer room workstations with appropriately dedicated tables and designed chairs.
- Equip all computer rooms with an overhead computer image projector; all classrooms should have projector screens.
- Design facilities to be flexible enough to accommodate the technological needs of each school's programs. In many cases it may be cost effective to isolate the space and create a new HVAC system rather than carry out complex modifications to the existing system. If only one or two classrooms are being considered, domestic heat pumps may serve the purpose.
- Provide at least two computer labs in each school. These may be a general purpose lab and a drop-in computer centre located in the library, or some schools may prefer to decentralize and install computers in the classroom.
- Equip each school office with at least one fax machine and one computer modem.

Each school must have adequate classroom space dedicated for computer use. Classrooms need to be large and flexible enough to accommodate computers for instructional uses, administrative and other purposes. In the Facilities Survey there was serious concern expressed about the provision of space for computers and computer labs. While the new building standards recognize this need, many existing schools have inadequate space for computer instruction.

CONSIDERATION

- Dedicated rooms or areas for computer instruction need to be provided routinely throughout schools in the district.

Network Access

Each classroom should be provided with network access to electronic encyclopedia and on-line databases. Research and literature on the topic suggest that classrooms of the future should be completely networked to provide access to available information sources. Networks allow a teacher to control the flow of information and instruction to an individual student workstation in order to meet individual learning requirements. Future networks will integrate via digital networking, voice, data, and video over fibre-optic cable or other high band width cable. However, experts claim that wide-scale use of this type of technology in schools may be still a few years away. District networking would also facilitate the creation of a district bulletin board for communications between the schools, Winslow Centre, the Board Office, with possible connections to the Ministry of Education or other locations outside the district.

RECOMMENDATION

That, in reviewing existing facilities and designing new facilities, the District attend to technological and instructional changes which imply improved working conditions, computer space, network access and security.

CONSIDERATIONS

- Provide new classrooms, especially at secondary schools, with the wiring necessary for network access.
- Provide each school office with one dedicated telephone line for future networking via multiplexors around the district.

Security

Security requirements for protection of an inventory of expensive equipment must be seriously considered in design or retrofit of facilities. Computer and other electronic equipment, though expensive, are easily removed. Also, projected urbanization of this school district has the potential to bring a higher frequency of more sophisticated crime to the area.

Vandalism is an unnecessary drain on school finances but creative school design can play a significant role in reducing vandalism. Design, lighting, and landscaping can be effectively used to discourage vandalism. Students who are proud of their facilities are less likely to vandalize.

It is evident from Table 14 that a number of future curricular and instructional changes will impact directly on type of school facilities. As global awareness grows, interdisciplinary approaches to learning will also increase. Integrating different fields of knowledge is likely to continue as a trend which will influence not only approaches to teaching but also the resources, facilities and equipment required for learning.

CONSIDERATIONS

- Consider protecting rooms housing expensive equipment with an independent security system and controlled access to each room. Locate such rooms on the upper floor of two-storey building or on the side with the greatest public exposure, with non-opening windows located as high as possible, designed to discourage access.
- Provide a fireproof security vault room for the storage of valuable software and data.
- Provide adequate vandal-proof lighting around school grounds and provide landscaping against buildings with low planting.
- Design interiors to be easily supervised but pleasant.
- Design buildings to prevent roof access and use durable wall coverings.

Curricular and Instructional Changes

Interdisciplinary teaching, cooperative learning and more cross-age groupings are some examples of changing instructional emphases to be seen in schools in this province in the coming years. To provide for these and other curricular changes school space, buildings and equipment will need to be re-examined. Major impact of curricular and instructional changes will most likely result in facilities changes to areas that supply teacher resources, physically handicapped access, environmental upgrading, athletics, and storage.

Winslow Centre

Winslow now serves as a focus for district staff development and training activities as well as the location for central stores and library processing. Across the district there is a high degree of satisfaction with the materials, resources and services at Winslow Centre. The frequency of the delivery system, the length of the loan period, nature of instructional materials, audio-visual equipment, outdoor education equipment and computer software, all have been recognized as being of great value and are appreciated by the many groups and individuals that use Winslow. However, respondents to the District Services Review Questionnaire expressed the view that some audio-visual materials and equipment are outdated and should be updated. The present selection and availability of computer software also surfaced as a concern. While there is a high degree of employee satisfaction with current services, these items need to be reviewed and upgraded to provide a wide range of educational materials and equipment to support ongoing curriculum renewal and change.

Existence, location and appearance of Winslow Centre are seen to be district strengths. However, more meeting rooms are needed and longer hours of operation, more telephones and more parking spaces are also required. At the same time, it is also important that all district teachers have equal access to Winslow Centre. As it presently exists, the facility is highly regarded by all district employee groups and the district must continue to provide a facility such as Winslow Centre, that encourages professional growth and effective utilization of district resources.

With more curriculum implementation initiatives, growing emphasis on staff development and special needs, the present facility will be inadequate space to meet changing demands. But, respondents to the District Services Review Questionnaire showed little interest in expanding the use of Winslow Centre for recreational, social or fitness activities. Existing aerobics, drop-in activities, the district volleyball and slow-pitch events appear to be meeting the needs of district employees.

RECOMMENDATION

That Winslow Centre be retained at its present location and upgraded to meet space, equipment and facilities needs.

CONSIDERATIONS

- Increase the amount of available meeting space to accommodate more use of Winslow Centre.
- Change the hours of operation to be extended by one-half hour so that services are available from 8:00 a.m. to 5:00 p.m.
- Review and update the current inventory of audio-visual materials, computer software and equipment, providing current materials and modern technology.
- Provide more assistance to teachers in the selection and availability of computer software.
- More parking spaces and telephone lines need to be made available.

Access for Physically Handicapped

Access for the physically handicapped is a required facilities design feature. Section 3.7 of the National Building Code indicates what the handicapped barrier-free standards are. Mainstreaming of the physically handicapped implies that all schools be barrier-free and such provisions should be made for handicapped students, teachers and members of the community. Facilities provisions should also be made for those with visual and hearing impairments, for example, flashing alarm signals in corridors, and signs in braille.

RECOMMENDATION

That the District review all facilities to ensure compliance with the handicapped barrier-free standards under Section 3.7 of The National Building Code.

Environmental Concerns

As environmental issues in schools are being given a higher profile by society, health and safety concerns should also be addressed in facilities design. Schools should be safe and inviting places that are physically attractive, clean and comfortable for children and staff, with playgrounds that are safe and functional. As standards change, school facilities need to be reviewed and retrofitted to meet environmental concerns. For example, building products once considered safe, such as asbestos, urea formaldehyde, and polychlorobiphenyls (PCBs), are now known to be hazardous. Portable classrooms provide poor quality learning environments for students, especially in terms of space, air quality and temperature control. New Science Safety Standards demand renovations in science laboratories and storage areas and Workplace Hazardous Materials Information System (WHMIS) legislation has introduced new safety requirements for the district. On the whole, heightened public awareness make these environmental issues more than merely school facilities issues, and they tend to increase in significance as more public attention is focussed upon improving our environment.

RECOMMENDATION

That the District treat facilities-related environmental issues in a sensitive, proactive manner, recognizing the need to exhibit leadership within the district and local communities.

CONSIDERATIONS

- Form partnerships with municipalities to handle environmental concerns.
- Ensure that the district is proactive with respect to environmental concerns, taking action before public or employee group pressure builds up.
- Treat environmental concerns with sensitivity.
- Make use of expert advice in addressing environmental issues.
- Remove hazardous materials from school district facilities.
- As environmental concerns increase in importance socially, consider employing an Environmental Technologist.

Athletic Facilities

Demographic projections and community pressures are likely to suggest the increased use of school athletic facilities in the future. If optimum use of athletic facilities is to occur, the community, municipalities and school board must work in concert to determine both cost-sharing and usage guidelines for school and municipal athletic facilities. This would ensure cooperative community and school use of tax-funded facilities.

CONSIDERATIONS

- Work in concert with municipal planners to ensure the designation of suitable school sites with adequate drainage, parking, potential for future expansion, space for school and community playgrounds, athletic fields, and needs of community groups.
- For both old and new schools address the following needs:
    - * proper field drainage,

- * adequate lighting for tennis and basketball courts,
- * adequate fencing and curbing,
- * outdoor seating and storage facilities,
- * proper jumping pits with asphalt runways,
- * developmentally appropriate adventure playgrounds and/or fitness circuits,
- * regular upgrading and maintenance of playing fields,
- * full-size gyms for all schools with enlarged stage areas for secondary schools to supply additional teaching and activity room space, and
- * office space for P.E. staff with visual access to the gymnasium and additional flexible, activity space, such as weight rooms and other activity rooms.

Storage Facilities

Centralization of specific supplies/equipment would improve storage problems. Good services are provided by Winslow and the Central Stores. These are time-saving and cost-efficient for our schools, but there is a need for Central Stores to have a reserve supply of classroom and other furniture such as folding tables and chairs which are frequently used by schools for large events such as Science Fairs, Social Studies Fairs, and Community events. Currently, there is an extreme shortage of centralized storage space and the existing system of dealing with surplus furniture is deficient because of:

- inadequate storage space,
- lack of incoming and outgoing inventory control,
- insufficient personnel, and
- lack of a centralized facility.

Generally, school storage seems to be inadequate in design and space. Nine secondary and 26 of 34 elementary schools indicated problems with the storage space in their schools. Major items requiring school storage seem to be large pieces of furniture, gym apparatus, audio-visual, and music equipment. Schools no longer have to hold furniture for trade-in on the replacement budget but some schools have stockpiled out-of-date but textbooks and supply materials which, if discarded, would provide additional space.

Many classrooms in the district already have basic storage space which meets current Ministry guidelines. With the many new curriculum-related resources needed throughout the system, traditional classroom storage is likely to be insufficient.

CONSIDERATIONS

- Upgrade basic classroom storage specifications and retrofit classrooms not meeting those specifications, with consideration given to the storage of new materials when new curricula are brought into schools.
- Provide specialist organizations (L.S.A.'s etc) the opportunity to give input into storage design for their areas.
- Where storage needs are affected by instructional program changes, budget for necessary classroom/school storage needs at the program implementation stage.
- Direct schools to eliminate unusable furniture, equipment or supplies.
- Examine storage space in current schools and upgrade this where required.

- Provide new schools with the optimum of storage space, above Ministry guidelines.

- Develop basic storage room specifications to optimize storage space in schools.

- Continue centralized storage of those items that are currently stored in that manner. Centralization of more materials means additional costs.

- Review the current system of collecting, handling, cataloguing and distributing surplus materials.

- Establish one centralized storage area for surplus materials and designated items.

- Continue the current process of direct ordering and investigate a similar process for other school-related materials.

- Provide a reserve pool of approximately 150 tables and 500 chairs for large-scale school and community events.

- Provide Purchasing with a budget to bulk order high-demand items. Ordering directly eliminates some storage problems at the school level while at the same time providing schools with reasonably quick access to replacement supplies. This saves the Purchasing Department time and seems to help schools.

- Increase staffing of stores by one FTE to provide continuous inventory, stock control and counter service.

Life-Cycle Maintenance

Life-cycle cost of buildings includes the cost of maintenance over the life of the building and generally, the cost of maintenance over the life of a building far exceeds that of its construction. The orientation and construction of a building, the structural system, the mechanical equipment and the electrical system all affect operating and maintenance costs.

CONSIDERATIONS

- Orient old buildings and design new facilities to take advantage of climatic conditions and to conserve energy.

- Provide vestibules at all main entrances.

- Select and use maintenance free and/or easily cleaned finishes.

More Community Involvement

With broader public participation and more community involvement in education, schools must adjust to an even more dominant role in the life of the community. This role includes many aspects of community use of school facilities many of which will require additional sources of funding. Examples of such service uses include meeting space for community, cultural and other events. Traditionally also, schools have served as emergency-relief centres. Since the coastal regions of British Columbia face a high risk of earthquake movement, plans for community use of school facilities as disaster-relief centres must be seriously considered.

Disaster-relief Centres

Schools are natural gathering places in times of natural disasters, industrial accidents, social strife and terrorism. Many district schools are designated as disaster-relief centres by municipal emergency plans but all existing schools are not yet equipped to cope with these emergency situations.

In 1989, the Board approved funding for an earthquake hazard survey of district facilities. This survey identified non-structural earthquake hazards in every school, making recommendations for removal of these hazards. As a result, many of our schools are better prepared for disasters such as earthquakes.

CONSIDERATIONS

- To cope with community emergencies, consider equipping all schools with emergency electrical generators as well as supplies for emergencies.

- Pursue municipal/provincial funding for supplies and improvements to school capabilities for disaster relief.

Collaborative Facilities Planning Processes

Directions data indicated the need for more collaborative planning of school facilities in the district. Groups within the community and the district such as parents, teachers, consultants and specialist associations can contribute to internal planning processes by specifying program changes and needs. By the same token, groups in the community and within local municipalities should be encouraged to participate in district facilities planning processes.

With the Ministry of Education

Collaborative planning for district facilities with the Ministry of Education is not meeting the needs of the district for the following reasons:

- Funding allocations do not adequately meet the needs of this growing district.

- At present, the Ministry maintains a capital program planning cycle that allows considerable time lag between district proposal submission and proposal approval. Often, a capital submission proposed in September is delayed while approval is obtained for a submission of the previous late spring.

- The Ministry of Education does not currently fund construction of schools until pupils are actually there. However, the public expects the school district to provide facilities before the need arises.

- It takes three years from initiation of pre-planning a new school facility to completion of its construction, but the funds for planning are not advanced until there is an actual facilities need.

The district will benefit from taking a proactive stand with the Ministry which presents the view that in growth areas, planning and construction must be based on forecast needs that anticipate and precede actual student population. A community lobby of the provincial government may help to speed the release of school capital funds where needed.

RECOMMENDATIONS

That the District work collaboratively with representatives of the municipalities and the community to identify capital sources of funding in support of more community involvement in education.

That the District continue to present to the Ministry the view that in growth areas, planning and construction must be proactive, based on need forecasts and projected enrollments.

CONSIDERATIONS

- In the facilities planning process greater attention should be paid to maintaining updated records for demographics and municipal development plans.

- The Board should draft and send a position paper to the Ministry with support from the community, Trustees', Superintendents', and Secretary-Treasurers' Associations recommending changes to the capital project process.

- Public meetings and public relations should be used to increase public awareness of the Board's facilities plans and funding needs, with new residents advised of school facilities plans and meetings held with developers.

- In facilities planning, take account of new School Act clauses which allow school boards to lease or rent school sites and space.

With the Municipalities
Facilities planning coordination between the school district and the municipalities requires review. At the present time, municipalities carry out development planning and school siting with minimal school district involvement and municipal approval of new developments take little account of the impact of these developments on existing enrollments or the need for new schools. More coordinated municipal project planning is required.

RECOMMENDATION
That the District continue to encourage cooperation and collaboration in the planning, design of new facilities, and retrofitting of existing facilities, through joint municipal/school district committees.

CONSIDERATIONS

- Encourage a spirit of openness and partnership with active and open communications between the school district and all municipalities.

- Seek greater input from municipalities in matters of school site selection and development. School siting must be recognized as a joint responsibility rather than a municipal responsibility. In this respect the school district should not be treated by municipalities as any other developer.

- Encourage a coordinated municipal approach to planning and approval processes, development of municipal services such as traffic controls, crosswalks, sidewalks, lighting, drop-off zones, busing and playgrounds. Formalize meetings with all municipal authorities regarding multi-use of facilities and mutual concerns such as traffic and recreational facilities.

Comprehensive Facilities Planning

Our school district is currently in a phase of rapid growth, one which has followed a period of fiscal restraint and slower growth from the declining enrollments of the late 1970s. Such long-term fluctuations in district demographics, with accompanying enrollment changes, impact directly on the facilities needs of a district. But these changing demographic patterns are related to wide-scale social changes, commonplace to school districts across Canada.

Enrollment changes and facilities needs must be addressed in a way that permanently supports the best possible quality programs and services in the district. At the same time, to make good use of financial resources, facilities provision must be cost-effective. Comprehensive facilities planning is advocated as an effective measure for these purposes. As major components of comprehensive facilities planning, data gathering and decision making phases may result in recommended facilities changes which include expansion, consolidation or closing. Expansion refers to major additions or improvements to existing space and facilities while consolidation often involves merging or combining facilities to serve a common educational goal. Closure of facilities implies that such facilities are no longer adequately able or needed to fulfill the educational purposes for which they were intended.

Berger (1982) and other researchers attest to the importance of deliberate, comprehensive planning over systematic, short-term processes for meeting changing school district facilities needs in a cost-effective manner. It is also acknowledged that facilities action plans for expansion, consolidation or closing of school facilities, which are based on comprehensive processes, are accepted with more credibility and commitment by the community. In short, there is less resistance to change when change is anticipated and dealt with through well-planned and coordinated activities.

Data Gathering

An effective long-term facilities plan revolves around reliable information, accurate projection and community participation. Information must be obtained from reliable sources with consideration for past history and future projections. For accurate projection, appropriate financial data are required as well as reliable enrollment data. Past expenditure patterns, revenue projections, historical and projected per pupil costs are all critical ingredients of an extensive, complete database for comprehensive facilities planning. Ongoing community participation is also essential.

The processes of obtaining reliable information and making accurate projections are closely related. To study enrollment patterns, various researchers (Raze, 1985; Wood & Worner, 1986) advocate the use of the cohort survival method. In this method, a cohort survival ratio is obtained from historical and current enrollment data by dividing actual enrollment by previous enrollment. This index is directly applied to current enrollments to give future enrollment projections. Projections within two percent of actual enrollment are thought to be accurate enough. Other methods such as computer-based regression are also known to be reliable. It is also important to note that accuracy of enrollment projections can be influenced by external factors such as:

- major housing developments
- trailer court openings/closings
- industrial/labour market changes
- migration and immigration
- opening and closing of private schools, and
- dual-entry options.

Successful comprehensive facilities planning processes encourage and promote participation of key stakeholder groups such as teachers, parents, community representatives, throughout decision making and data gathering processes. Wood and Worner (1986) contend that,

> *An alert superintendent and school board will recognize that the decision ... cannot be taken lightly and must involve community participation. This will increase awareness of the difficult choices facing school board members in the establishment of priorities and determination of what represents quality education (p. 607).*

Earthman (1986) states that comprehensive facilities planning should be all-inclusive, incorporating all activities from a determination of program needs, to the actual building and evaluation of facilities provided. This means that demographic planning, capital program planning, site planning, facilities design, architectural review, construction and post-occupancy evaluation are all significant factors to be considered in designing a comprehensive, long-term facilities plan.

Further evidence of the extensiveness of this type of facilities planning comes from the Council of Educational Facility Planners (1986). It is strongly suggested that in order to set definite priorities and criteria for decision making, the data gathering process should be complete. Data should include description of:

- community needs,
- program needs,
- clientele to be served,
- appraisal of existing facilities, and
- physical changes or improvements.

Along with enrollment and financial data, this information forms a complete database upon which a Board can base decision making criteria and evaluate appropriateness of a facilities action plan.

Decision Making

The Educational Facilities Laboratory (1976) has identified certain ingredients that are critical in orchestrating long-term facilities planning processes. These factors are also supported in more recent discussions of the topic by school administrators (1983) and school business officials (Herman, 1989). Noteworthy points follow:

- **Quality**
  Determine precisely what are the specific criteria that constitute program quality.
- **Time**
  In the case of an action plan for consolidation, expansion or closing, leave at least one year from acceptance of the plan to implementation of action; use realistic timelines with firm dates.
- **Opportunity**
  Provide ample opportunity for all concerned to receive facts, state opinions, ask questions and allay fears.
- **Community**
  Use broad-based committees and task forces to advise on topics such as human resources, public concerns etc.
- **Objectivity**
  For an objective review of options, use external consultants to gather data.
- **Reliability, simplicity and clarity**
  Use reliable demographic and cost data; ensure that this information is communicated simply and decision making criteria clearly understood by all.
- **Orderly implementation**
  Ensure that a timely, orderly transfer is made from those who designed the plan to those who will act on the plan; use clear criteria for facilities expansion, consolidation or closure activities.

Facilities planning processes are arduous and time-consuming for it is necessary, through them, to plan ahead for pupils to be housed. Planning expertise must be wisely used to see that adequate facilities become available before they are needed.

Expansion, Consolidation or Closing

Based on population shifts within a school district and other factors, a well-designed, comprehensive facilities plan may recommend expansion, consolidation or closing of school facilities. However, the research and literature indicates that, in the face of enrollment and other constraints, **action should be taken based ultimately on maintenance of quality programs and services in the district.**

School Size

Often, in districts with declining enrollments, the issue of school size is raised as a determinant of program quality. The question frequently asked is, "What is an optimum school size?" This question has been examined and re-examined throughout the literature with arguments that range from "bigger is better" to "smaller is better". It would appear that there is no single correct answer.

Raze (1985), in a review of the literature on school size points out that few researchers would recommend an elementary school size of less than 300 as an absolute minimum size for an effective academic program. Yet, in the same paper, the diversity of expert opinion on the topic is recognized, and the author acknowledges that the literature is inconclusive on the issue of school size, with suggestions for optimum size that range from 350 to 720 for elementary schools. He summarizes the advantages and disadvantages of small schools, shown in Table 15 and he concludes that *school size is not an absolute; many other factors also determine educational quality. Furthermore, good quality education does exist in small schools and also in large schools.*

Table 15
Advantages and Disadvantages of Small Schools

Advantages	Disadvantages
• learner-centred with low pupil/teacher ratio.	• less diversity in teaching methods amongst small staff.
• use of innovative instructional methods: * individualized instruction * independent study * non-graded classes * cross-age groupings	• fewer colleagues available for sharing ideas.
• creative use of resources: * peer learning * team-teaching * close parent/teacher relations * cooperation and flexibility	• often an academic program emphasis throughout.
• more interaction between students and between students and teachers.	• less use of educational technology and curriculum materials.
• better teacher/administrator relations.	• less program diversity

This year, an entire volume of *Education and Urban Society* (1989) has been devoted to an analysis of the issue of school size. After reviewing the contributions and perspectives of various authors, the editors point out that size cannot be considered unequivocally, in isolation of other educational factors. Based on the experiences of school districts and on the research, school size does have some influence on educational quality but then, so do socioeconomic status (SES), social, geographic and cultural dimensions of a school district.

The following is a summary of main arguments presented in this debate on school size:

- Student achievement scores are directly related to SES and inversely related to student enrollment.
- In terms of curriculum change, successful efforts depend on the individual school, *though there are districts and schools which are too small and lack sufficient resources to be effective (p. 229).*
- Size may be important but, what is even more important is having the best configuration in a school to achieve educational quality.
- In the final analysis, instruction should be based on pedagogical need, with variable size based on individual needs.

Berlin and Cienkus (1989) cite three important conclusions emerging from their analysis and interpretation of various papers presented on the topic of school size:

> *Where the size of the district, school or class is controllable, smaller seems to be better...For children of low SES, the need for smaller class size seems to be greater than for middle- or upper-SES children....We must remember to fit the instruction to the instructional needs of our students, rather than to the organizational needs of the school district (p. 231).*

It would appear that **decisions on expansion, consolidation** or **closing of school facilities ought to consider school size as a contributor to but not as a determinant of program quality.**

Policy Considerations

Thoughtful, carefully developed policies are needed to delineate decisions or action towards major school facilities changes. The following guidelines should be addressed in drafting district policy on expansion, consolidation or closing:

- program quality and school environment; class size, school size, attendance area, school and grade organization,
- community impact; special programs; community use of facilities and increasing importance of childcare issues; variations in zoning, and SES across the district,
- amount and nature of community involvement and participation of groups such as school administrators, teachers, unions, students and parents; committee composition; use of consultants; allocation of decision making responsibility,
- enrollment history and projections,
- financial planning data and sources of funding,
- personnel projections; current and future assignments; regular and special program changes; staffing patterns, and retirements,
- existing facilities inventory; building capacity and use; the Revised Ministry School Space Standards; structural conditions; operational and maintenance costs; capital improvement costs, and
- other factors; site location and suitability; custodial costs, pupil transportation costs, future expandability.

Having instituted the policy and procedures for determining major facilities changes, the policy should be periodically reviewed to determine its impact. In his discussion of school closures policies in Alberta, Fisher (1989), proposes that impact of a closures policy may be determined by examining its outcomes, congruence of its objectives, its effects on beneficiaries and variations in its applicability and use across the district. These criteria would enable a Board to establish the clarity of its policy and procedures, and also to provide evidence of how well the policy serves that particular district.

Once policy and procedures have been implemented, parents and students need to be supported in making the transition from one school facility to another. Moray (1985) argues that,

> *the literature shows that parents are supportive once they realize their children will be in a school with a strong educational program, a diversified staff, and good support services (p. 1).*

Parents can be encouraged to think primarily of the merits of the proposed new educational setting, rather than the cost-effectiveness of the facilities change and school-related activities such as pen-pal letters and summer day camps can help ease the transition for their children.

Other authors (Wood & Worner, 1986) suggest that studied placement of programs can be effectively used to compensate for district enrollment shifts. Robinson (1982) claims that in the final analysis, public involvement in school closings and other facilities changes is often driven by the convincing case educators have made in support of the neighbourhood school. Having been sold on the need for a neighbourhood school, the community becomes reluctant to give up their neighbourhood school. What is **central to the issue of facilities expansion, consolidation or closing is not the neighbourhood school, but getting the best possible quality education for the neighbourhood**.

The internal facilities planning process functions fairly well in this district but it may be enhanced by revision of policy and procedures to take account of the considerations mentioned. Current facilities planning processes are not well known to stakeholders in the district and the present capital program should list projects by need. Comprehensive facilities planning would better anticipate and support this district's needs.

RECOMMENDATIONS

That the District establish policies and procedures for expansion, consolidation and closing of school facilities in the district.

That the District look upon school closure, not in isolation, but as part of a comprehensive district plan for expansion, consolidation and closing of facilities.

That the District ensure that — in the facilities planning process and in any major facilities changes that include expansion, consolidation or closing of facilities — ample opportunity is provided for input and discussion by all key stakeholder groups.

That, through a comprehensive facilities planning process, the District ensure that facilities are flexible enough to accommodate future program and community needs with associated technological and curricular changes.

That, in order to maintain appropriate distribution of facilities across the district in all district programs, the District develop a long-term plan for location and placement of all optional and special district programs in schools.

CONSIDERATIONS

- Through comprehensive methods, work with municipalities and neighbourhoods in planning for expansion, consolidation and closure of school facilities.
- Base facilities planning on projected needs in the short-term and in the forseeable future.
- Communicate the capital program needs to all stakeholders within the district.
- Provide opportunity for regular input by all key stakeholders in the facilities planning process.
- Formulate and review annually the capital program into a multi-year program with needs identified in five-year segments.
- Ensure that enrollment projections take into account foreseen residential developments, enrollment increases and declines.
- If the Ministry will not provide advance funding for school planning, obtain those funds locally.
- Explore the possibility of having developers pre-finance new school construction as well as multi-use of facilities and site leases.

CHAPTER 6

OPPORTUNITY FOR ALL LEARNERS

How We Learn

Learning is a natural human activity. It is a process which occurs from birth and extends throughout a lifetime. The infant at birth has to grow by gathering information on the world around. These data are processed and used to determine choice or action towards a particular goal. Young children learn through interaction, through trial and error with their environment. But each child sets his/her own pace and learning does not end at particular times. Learning is continuous and lifelong.

For the most part to learn is to make meaning. And, for the young child meaning is personal. As children grow and become socialized, learning takes on another dimension of social or public meaning and learning then becomes discriminatory. This blend of discriminatory, interactive, meaning-making processes characterizes and distinguishes human learning. Learning, therefore, enables us to cope and to adjust to changes in our lives. As individuals, our ability to learn determines our potential to adapt to new circumstances, to be flexible and ultimately to survive.

We learn through a number of sources and in many different ways. Each individual has a preferred mode or style of learning. For successful learning to occur there ought to be a close match between individual learning style and the learning situation. This has particular application when learning opportunities are being provided within a group. Access to one particular mode of learning consistently will tend to exclude some learners and diminish their opportunities for successful learning. Individualized instruction or autonomous learning can offset such deficiencies.

Recent brain research has enhanced knowledge of how we learn. The human brain, it would seem, can be differentiated into two parts, each of which seems to drive a particular kind of thinking. The right portion dominates creative ability and perceptions of shapes and colours; the left controls analytic and verbal ability (Sperry, 1964). To be a well-rounded learner both types of mental activity need to be developed.

Epstein (1973) has further established that brain growth seems to occur in spurts. Consequently, it is much easier for an individual to learn new concepts and grasp new information during these periods of growth (Toepfer, 1981). These stages occur from two to four years; from six to eight; from ten to 12 years and from 14 to 16 years or so. Early educators such as Piaget and Bloom would support this maturational theory of cognitive development. Particularly between birth and six years critical learnings occur.

In *Frames of Mind: The Theory of Multiple Intelligences*, Gardner (1983) makes the case that there are multiple forms of human intelligence. These he says relate to linguistic, musical, logical, mathematical, spatial, kinesthetic and personal domains of human intelligence. Humans, it would seem, tend to have the elements of all of these forms of intelligence but have a predisposition to developing only certain forms. If this is so, then a tendency to focus on certain intelligences at school would mean that vast human learning potential may remain untapped. In such an event, only certain learners would realize their learning potential.

Learning and Schooling

The way we learn has direct implications for what is taught, how and when it is taught and most of all the opportunities and conditions provided for our children as learners in schools. Traditional methods of structuring schools in Canada have often not fully taken account of what we know about learning. But what we are expected to learn in school often determines what facilities are available and how schools are organized. These in turn affect how subject matter for learning is presented in class. Curriculum content and school organization work hand-in-hand as ultimate determinants of students' access to learning and their opportunity for success in school environments. In the final analysis, access to learning and opportunity for success predetermine the lifelong position of the learner in society — status, earning power and level of personal accomplishment. Appropriately structuring and organizing opportunity for learning in school provide for relevant, successful experiences that enable all of our children to reach their full potential later on as adult citizens.

What we know about how we learn, from childhood to adulthood, implies that when learning is structured in school environments, certain conditions be met. Access to a well-structured learning environment increases the learner's chances of success, enthusiasm for learning and personal accomplishment. Table 16 summarizes the learning conditions that match what we know about the nature and process of learning. In view of our commitment to the welfare of the learner in our schools, we must take account of the factors in Table 16 when restructuring our schools.

Table 16
Characteristics Of Structured Learning Environments or Schools That Match How We Learn

How We Learn	Learning Environment
• lifelong, continuous, qualitative process	personalized environment, small size, flexibly structured for individual, large group and small group experiences.
• making personal meaning	stressing importance of each child; learner-needs centred;provide adequate guidance and advice in academic, personal and social matters through combined staff roles.
• many learning styles but a preferred individual mode	autonomous learning; variety of learning experiences, materials and teaching strategies.
• right brain/left brain use	interdisciplinary thematic instruction; development of creativity and critical thinking, team teaching, joint planning and decision making.
• multiple intelligences	catering to all human intelligences; variation in curricular and program offerings; including intellectual exploration, intramural and interscholastic activities, community service, foreign languages, career education, communications and technology.
• periodic maturation; developmental stages	developmentally appropriate facilities, environment and groupings for instruction.

adapted from Gardner, 1983; Fenwick, 1987

In the words of Larry Cuban (1987),

> *... the very basic forms of schooling can be restructured into new forms. To do so reformers must initially link goals and outcomes to organizational arrangements that have arisen over time. If there is a mismatch between goals and outcomes and the mismatch can be attributed to familiar organizational arrangements, then framing the problem of improved schooling in terms of altering basic structures appears as a potentially useful strategy with which to begin (p. 211).*

Learning and Maturation

Research and literature on human development indicate a continuum of learning from childhood to adulthood. The process of growth, however, has recognizable stages, each with characteristics that imply how schools should be organized and learning structured. According to *Legacy for Learners* (1988):

> *To be effective, an educational system must respond to children in ways that are suitable to their specific levels of intellectual, social, emotional and physical development ... [and] that these ways should change as children mature (p. 103).*

Young children tend to learn best through their own natural curiosity. The *early years* of schooling should be relatively unstructured and very child-centred. In these years opportunities for exploration and experimentation are most critical.

In the middle years, students are developing their own sense of identification, through interaction with peers. They benefit from working in groups as well as having opportunities for independent, autonomous learning. In addition, an interdisciplinary approach to instruction appears to serve their needs best.

Children evolve into adulthood as they take more responsibility for their own welfare at school. In the latter years of schooling they work hard to develop analytical and independent decision making. Peer support is still needed but independence and autonomy assume larger importance. There is a compulsion to look ahead to their futures, lifestyles, work and career aspirations. By the end of the senior years of schooling, maturity, self-assurance, confidence and security tend to characterize students' interaction — unlike their behaviour in the middle years.

Most psychologists consider the middle years equivalent to pre- and early adolescence, the ten to fourteen age group. It is important to note that these years cannot be equated with the junior high years existing now in School District No.43 (Coquitlam). These middle years include a year or two of elementary school and a year or so of secondary school. Indeed it is recognized that middle years schooling has in a sense a *unique mission* and that, *the middle grades must be transitional and organized to allow a gradual and successful movement from early elementary education to the high school (Fenwick, 1987, p. 104).*

The following developmental model (Table 17) of K-12 instructional organization takes account of the unique learning characteristics and differential needs of children as they move from the early years to adolescence. This model has been widely accepted by various researchers, administrators and educational practitioners across the United States of America and Canada.

Table 17
Learning and Maturation: School Organization

K - 5 Elementary Years	Grades 6 - 8 Middle Years	Grades 9 - 12 Secondary Years
Self-contained classrooms, loose groupings, pairing individual work; emphasis on "hands on" activities in a protected environment; integrated day with instruction by a single teacher in primary years and by teams of teachers later on.	increased social interaction beyond classroom to school context with greater emphasis on peer relations; transition to blocks of instructional time taught by single teachers as well as teams of teachers using collaborative or interdisciplinary instructional approaches.	a move towards departmentalized curriculum and instruction.

adapted from Fenwick, 1987, p. 106

Growing up Today

From the (1988) study, *Canada's Youth - Ready for Tomorrow*, can be drawn a composite image of adolescent learners today. This profile (Table 18) gives indication of the values, interests and aspirations espoused by adolescents today as they mature into adulthood. Information of this kind can signify worthy directions for educators to pursue in restructuring middle years schooling.

Table 18
Profile of Canadian Youth Today

- honest, hardworking, intelligent,
- place high value on friendship, being loved, rewarding career, comfortable life and good education,
- rank creativity and imagination low in-value,
- see parents, in particular mothers, as being very influential in their lives,
- more than two out of five find school a problem,
- one in three see education as not being useful for work,
- many of them attend school full-time and work part-time,
- worry about what they will do after school,
- are concerned about social problems like AIDS, drug abuse and suicide,
- are more sexually active at earlier ages.

Source: *Canada's Youth (1988)*

Middle years students are part of a changing society and they are particularly susceptible to social problems in their passage through adolescence. As society and the family change dramatically, there is a tendency for society to look to the school to bolster societal values. Early adolescents at school need most of all feelings of belonging and stability.

Early School Leavers (Dropouts)

Current school organization and grade groupings do not appear to fully meet the needs of today's adolescents. The statistics on early school leavers (dropouts) are startling:

- On the average, one quarter of students in the U.S. and Canada are dropouts.
- In Ontario and B.C., dropouts amount to one third of the school population.
- In Northern Alberta (1984), only about half of the students who enter Grade 1 graduate from Grade 12.
- Nine out of ten pregnant teenagers are dropouts.
- Three out of five prison inmates are dropouts.

Table 19
Factors That Influence "Dropping Out"

Family and Economic Background	Emotional and Psychological	School-related
• socioeconomic status	• drug or alcohol abuse	•poor attendance, poor study skills and low achievement
• parents' educational level	• early marriage or pregnancy	• unfair school discipline practices
• unsatisfactory family relations	• suicide	• how schools classify students
• students working more than 15 hours per week	• low self-esteem; lack of career aspirations	• mismatch between the individual and the school
	• poor social skills	• teachers' perceptions of student
	• behavioural problems and emotional development	• defeated learners,usually of average or above averageintellect)
		• how much the school motivates the student
		• how well the school holds the student

adapted from Radwanski, 1987; Wehlage, 1988

- Half of all dropouts are unemployed or on welfare with high cost to taxpayers and lifetime impact for the individual and for society.

Radwanski (1987) describes a dropout as *any student who leaves school before having obtained his or her secondary graduation diploma*. The problem of school dropouts is worrisome and costly for a school system. The factors shown in Table 19 that contribute to dropping out are not exclusively related to schooling. Still, the school can itself become a promising focus for dealing with the many influences that prompt students to drop out. It is important to note that while most dropouts are teenagers, their problems seem to originate in their elementary years of schooling. Consequently, any reforms planned for our school system that re-examine both elementary years and secondary years holds promise for reducing the risk of dropping out.

RECOMMENDATIONS

That the District research the factors which precipitate early school leaving amongst our own students with a view to isolating those factors which can be addressed.

That, to enhance retention rates, the District provide students with programs which more closely match their needs and goals.

That the District develop a re-entry process or program into senior secondary to make those years of schooling more accommodating and flexible for students to return to school.

CONSIDERATIONS

- More programs which are career or job-skill oriented, with practical training or apprenticeship options, should be made available.

- Increased support services need be provided to potential early leavers and their families and these services should continue to be available with long-term follow-up, for example, counselling, tutoring, peer-coaching, mentoring.

- As suggested in submissions to the Project, development of teen-mother programs should be considered.

- Alternative programs such as Coquitlam Alternate Basic Education (C.A.B.E.), Coquitlam Alternates Program (C.A.P.) II, Ioco School, and Step-Up provide transition settings for students and these transition settings should be expanded as required for thirteen to sixteen year olds, including Grades 11 and 12.

Middle Schools and Early School Leavers

Middle schools cater to the particular needs of students who are in their middle years. A middle school organization can help alleviate the "dropout" problem. By their goals, climate of caring and grade configurations, middle schools can be an effective focus for dropout prevention within a school system. According to the Sullivan Royal Commission (1988d) and Wehlage (1988), school factors tend to be associated with dropping out and school structure and school programs can successfully address the risk of dropping out.

To be effective, school must "hold" students in school and engage them in relevant and valuable personal, social and academic experiences. This can be done in two ways:

- promoting closer student bonding to the school,

- promoting better involvement with schoolwork and school activities.

Wehlage (1988) claims that the holding power of schools can be enhanced if three main principles underpin the structure and outcomes of schooling. These are:

• commitment -	negotiation of clear expectations between school and student
• involvement-	active participation in school activities
• engagement-	motivation to master learning

Separating middle years students into middle schools smaller in size than high schools, with a learning climate more similar to that of the elementary school, makes it possible for a school system to take serious account of these principles in daily practice. The evidence suggests that smaller schools, with diverse instructional methods, building caring relationships between students and adults, tend to have fewer dropouts (Edmonton Public Schools, 1988).

From the data available on how we learn, the nature of problems faced by students today and a growing tendency to leave school early, it is evident that middle schools are sound pedagogical alternatives for effectively dealing with pre- and early adolescent problems at school. But, to look to middle schools as a total solution is unrealistic and perhaps unfair. There is increasing evidence in the literature (Edmonton Public Schools, 1988; George, 1988; Williams, 1988) that close positive school-community relations can directly enhance student achievement and the quality of life for our children at school. In their dual role of helping students develop maturing intellect and helping students develop wholesome personal identity, middle schools may be good options for the future. In the words of Paul George (1988),

> *It is possible [for middle schools] to develop ... programs that have integrity, that are based on the characteristics and needs of early adolescents, that provide success experiences for all students, and that offer a centering point of pride and unity for the school as a whole (p. 15).*

The school environment needs to encourage in students today development of confidence, security, self-awareness, self-determination and to inculcate a desire for students to learn throughout their lives. Patterns of human growth have changed dramatically over the years. Within this century alone, the physiological growth of children has altered dramatically. Average age of menarche is no longer sixteen or seventeen but now starts at eleven or twelve years old. During the middle years it is commonly acknowledged that boys and girls have special physical, intellectual, psychological and social needs because of their development. Middle schools are designed to cater to the learning profiles and specific developmental needs of children in the middle years. However, it is important to note that **the middle school concept signifies a particular cognitive and developmental approach to schooling for young adolescents which is much more than mere organization of the middle grades**. Simply put, middle schools are more than the grade groupings they house.

Creating special schools for middle years education has been a viable educational choice in Canada and British Columbia. In the United States the concept of middle schooling has been prevalent since the 1920s and many middle schools were established in the sixties.Today, middle schools in the U.S. outnumber junior high schools,with about 7,500 middle schools nationwide as opposed to 5,000 junior highs. The U.S. is moving to enhance middle schooling further by developing 100 exemplary middle schools by the turn of the century.

At the present time middle schooling is not as prevalent in Canada as in the United States. The first middle schools in Canada were established in Ontario in the sixties by the Etobicoke Board of Education. Compared with boards in Ontario, Etobicoke was then a small board experiencing tremendous growth and the middle school concept was considered their best option for the future.

However, the inappropriateness of the junior high/senior high split has long been recognized across Canada. In 1970 Calgary established a Junior High School Commission to look into the issue of segregating grades 7, 8 and 9 in junior high schools. In 1983 the largest school division in Winnipeg reported that it had adopted a middle years policy. By 1984, 400 educators at a conference in Saskatchewan acknowledged the need to revamp programs for students of the middle years. Though the notion of middle schools was still relatively new to Canada, teachers, curriculum developers and administrators agreed that middle schools could better cater to the special attention needed by students in the middle years. Strong support for this recommendation is implied in the recent report of the Sullivan Royal Commission.

The following tables reflect a growing trend across Canada away from junior high schools. Table 20 shows that there has been a steady move away from junior high schools, often towards establishment of middle schools.

Table 20
Reorganization of Secondary Schooling in Selected Boards in Ontario

1960s	Etobicoke	From junior high to 6-8, 9-12 grouping. First middle schools in Canada.
1970s	Scarborough	From junior high to 7-8; 9-12
1980s	North York	Comprehensive plan for the eighties recommended 6-8 grouping rather than 7-9 which is now being implemented.
	Peel	Middle Schools Task Force (1981) recommended K-5; 6-8; 9-12 grouping.

adapted from School District Records, Ontario

Table 21
Reorganization of Secondary Schooling in B.C., 1973-1985

1973-1985 :

- 10 schools in B.C. reorganized from grades 11-12 and 38 reorganized from 8-10.
- One fifth of all schools in B.C. considered reorganization of their secondary grades , with 14% of them moving away from junior high/senior high schools.

Percentage Schools **in B.C. (1985)**	***Grade*** **Configuration**
65%	8-12
30%	8-10
5%	11-12

Source, *B.C. Ministry of Education*

Table 21 indicates that, while the trend is currently not as marked in B.C., reorganization of schools in this province does not support a junior high/senior high split. Furthermore, the stance of the recent Sullivan Royal Commission advocating interdisciplinary curriculum themes, ungradedness and a heavy emphasis on meeting individual pupil needs would seem to strengthen arguments for middle schools as a viable option in this district.

Middle Schools for Our Children

Currently our district enrollments are climbing steadily, especially in the elementary grades and Ministry of Education projections forecast that this trend will continue into the late nineties. Elementary school enrollments for our district are estimated to rise by 3,804 between 1990 and 1995. Correspondingly, secondary enrollments will rise by 2,249 in a similar period. District enrollments and school size are important factors to be considered in the reorganization of our schools. According to Pugh (1988),

> *a public school's decision to convert to middle schools would not be valid based solely on the literature. Consistent with effective school research's emphasis on each school as a unique setting, a school district needs to examine its particular set of circumstances to determine the basis for such a decision (p. 1) .*

The **Directions** Needs Assessment results from Phase II of the Challenge Ahead Project clearly identified the need to re-examine our current model of school organization with its grade groupings. The Coquitlam Teachers' Association (C.T.A.) executive, the three parent groups, the three administrative groups and two of the three teacher groups were seriously concerned about the existing structure of our schools. Perhaps more than any other issue, this was a concern common to all groups across the district.

The following points emerge from the discussions, review of the literature and analysis of data sources for the Project done by the Challenge Project Programs and Services Committee:

- Nine of fourteen **Directions** groups identified the need to "revamp" our existing grade groupings.

- The present kindergarten to grade seven organization attempts to encompass too wide an age spread. With dual entry this problem is exacerbated since it is conceivable to have an age spread from five to thirteen.

- Several of our elementary schools already have large enrollments with continued growth predicted. Reorganization plans should take this into account and attempt to limit the elementary school size to one compatible with a personalized neighbourhood school concept.

- The two year senior high school organization does not give a student sufficient time to identify with a school, nor does it give the teacher adequate time to gain knowledge of his/her students.

- The existing system appears to create "staffing roadblocks" which limit staff mobility between levels. This is most apparent at the junior high level where movement to the senior level seems extremely restricted. Increasing the grade range at the senior high level would allow more staff the opportunity to work with students at all secondary levels and to further utilize their subject expertise.

- The Sullivan Royal Commission report clearly states that our existing junior high schools more closely resemble senior high schools in their organization than elementary schools but that the opposite should occur. This report also challenges the appropriateness of a semester system at the junior high level. It suggests that adolescents require a personalized school setting, an interdisciplinary instructional approach, and a mentor system that provides closer rapport between teacher and student.

- The delivery of services to senior secondary students needs to be studied to determine whether enough options are available to meet the needs of our senior students. An explicit focus should be placed on retention and reentry.

- Our school organization should take account of how we learn and the developmental stages of children. Special attention must be directed towards our reconceptualizing present grade groupings, especially in view of the particular academic, psychological, personal and social needs of our youth.

Research studies on schooling for adolescents indicate that for students aged 10 to 14 the following features should exist in the structure and organization of their school:

- **A strong guidance program** with ongoing guidance for students who are often trying to make critical personal decisions. Such a program must assist students to achieve developmental tasks, to deal with their feelings, and develop problem-solving skills, providing one adult per small group of students. The counsellor/teacher advisor should stay with the student throughout the three year period and be involved in guiding the student with academic, personal, and social matters.

- **Good articulation between all levels,** orienting students and coordinating learning experiences.

- **Varied strategies of teaching**, emphasizing concept development and achievement motivation.

- **Balanced and varied curriculum** with a wide range of elective courses.

- **Organizational structure** that helps students to identify with a smaller group within the overall structure of the school, for example, Teacher Assisting Pupil (T.A.P) groups, houses, and the school within a school concept.

- **Appropriate core curriculum/learning skills** in a school climate that emphasizes academic success.

- **A daily schedule that is flexible** and allows for the possibility of **team teaching** and avoids the situation where a student has a separate teacher for each subject.

Given the nature of learning, the recommendations of the Sullivan Royal Commission and other relevant research reports, the particular views expressed about our junior high school structure, concerns about early school-leavers and growing district enrollments, it seems imperative that in this district the issue of school organization be addressed.

Middle Grade Configurations

Pedagogical approaches to instruction change in their emphasis from early years in elementary school to the latter years of secondary school. Elementary schools tend to be student-centred while secondary schools are more subject-centred. Middle schools are able to achieve a balance between the "student orientation" of primary years and the "subject orientation" of the final years of secondary schooling. What also has to be taken into account in providing appropriate learning experiences at school are the transitions students make from elementary to middle school and from middle school to high school. However, there is no clearcut picture or well-established position on this question of grade configurations. In making decisions where to "cut-off" elementary and middle grades, no single factor consistently appears to drive the policies that determine middle grade span and a number of reasons are offered for any particular choice of middle grades. It seems that in their decision making, school districts consider factors which include local educational needs, trends in enrollment, available facilities and financial resources as well as community goals.

Of the various configurations, **the preferred middle grades organization appears to be six years elementary schooling from Kindergarten, three years middle schooling and four years in secondary school.** According to Gordon Cawelti (1988),

> *The middle school organization of grades 6 - 8 is the most popular choice and is considered most likely to provide the key characteristics or program features commonly advocated as most appropriate to the needs of students aged 10 - 14 (p. 1).*

In *A Plan for Educational Excellence for the 21st Century (1987)*, Anne Arundel County Public Schools of Maryland declare that:

> *Because the program is more flexible, has more latitude in scheduling, and is more comprehensive, the four year high school program ensures greater educational opportunities for students and thus best serves the ninth grade student (p. 131).*

Furthermore, the literature on middle schools offers a great deal of pedagogical support for a K-5; 6-8; 9-12 configuration in middle schools. The following characteristics of this grade grouping are evident. The K-5; 6-8; 9-12 configuration:

- allows for orderly transition from primary to secondary years of schooling.

- responds to the call for flexible learning environments that cater to pedagogical needs of students.

- provides for unique physiological, emotional, psychological, pedagogical needs of each age group, bearing in mind the characteristics of adolescents in the middle years.

- allows for reasonable degree of continuity in staffing and programs within each level of schooling.

- decreases pupil turnover in senior high school from 50% to 25% and makes for better individual pupil self-esteem and better bonding between groups of students, and also has the potential to decrease dropout rate by increasing "holding power" of schools, especially in the latter years of schooling.

- strikes a good pedagogical balance between the student orientation of elementary years and the subject matter orientation of late secondary years. There is some indication that **"the highest grade present in a school tends to influence the practices at lower grades"** and that **good middle schools aim for a balance without sacrificing curriculum quality.**

- fosters development of innovative teaching strategies such as interdisciplinary team teaching and collaborative teaching.

- makes it easier to provide inservice for teachers' regular program needs as well as their specific requirements for implementation of curriculum change.

- permits administrative flexibility in scheduling and has the potential to enhance collegiality and school-based decision making.

RECOMMENDATIONS

That the District reorganize our schools with particular attention given to matching any suggested organization with the developmental stages and pedagogical needs of youngsters, and maximizing student retention in our school system.

That District schools be organized according to the following model:

Elementary	school entry to and including grade five.
Middle School	grades six, seven and eight.
High School	grades nine, ten, eleven and twelve.
Continuing Education	including night school for courses starting at grade nine through to and including a wide range offerings for adult education.

That the District consider the advantages of implementing any change in school organization on a pilot, or area by area basis.

That a review process be put in place to monitor any changes in school organization and that particular attention be given to what goes on within the school organization model to ensure that the developmental stages of children are being addressed, and that the delivery of programs and services are age appropriate.

CONSIDERATIONS

- If reorganization recommendations are accepted, assess existing schools for use, location, and capability to meet the curriculum and population demands of new groupings.

- The assessment should be followed with a specific multi-year renovation/ construction program to match identified needs and demands.

- School staffs affected by organizational changes should be given one year's notice, with special transfer arrangements.

- An indepth inservice program which pertains to middle schooling should be put in place prior to any change in the existing organizational model.

- Input must be sought from parents in schools that are targeted as potential pilots, and a thorough communications program launched as part of the implementation of any new school organizational model.

- Support services for adolescents ought to be given a high priority with a school-based counselling program, a youth worker and alternate program, as integral components for every building that houses adolescent children.

- Where grade groupings change, school facility requirements will also change to respond to curricular and instructional needs for different grades.

- As the curriculum changes, there will be altered requirements for facilities, especially in such areas as computers, business education, science and industrial education.

- Significant modification and retrofitting of some facilities would be required.

- Increased itinerant, resource personnel and counsellors generate a need for more work rooms, offices, small teaching areas and space for counsellors, parents and outside agencies.

- Ensure that adequate funding for modifications to facilities are included in allocations for curriculum and other organizational changes.

Access to Learning

Earlier on in this chapter we noted that this district seeks to ensure opportunity for success and equitable access to learning for all our students. Reorganizing grade groupings to accommodate the particular needs of middle years is one way of providing learning environments which match more closely cognitive and developmental student needs, thus improving students' chances of success. We must also re-examine programs and services for students with special learning needs. Our students include boys and girls who may be gifted or talented, physically or mentally handicapped, with diverse cultural and social backgrounds. All of these students too must be ensured comfortable environments, opportunities for success and access to learning within our schools.

Special Learning Needs

The educational setting for students with special learning needs has become the subject of a debate that spans moral, social and political issues of human rights. The question of which educational environment is most enabling for these students is also a pedagogical issue. At the heart of this debate is the question of integration of students with special learning needs into regular classrooms, that is into a normalized environment. From the standpoint of human rights, segregation of these students from the mainstream of school life is discriminatory. From a pedagogical standpoint, to segregate these students would deny them access to appropriate peer role models, normal social interaction and a learning milieu comparable to the community at large. Likewise, the mainstream student would be denied an opportunity to learn acceptance and appreciation of peers of diverse abilities. According to the *Final Report of the Sub-Committee on Integration of Students with Mental Handicaps, School District No.* 38, *(Richmond), (1987),* there is an increasing awareness that:

> *The stimulation in social, sensory and communication areas that occurs in a regular classroom cannot be matched in small, segregated classes. This stimulation can improve motivation and learning in many critical areas.*
>
> *Congregating students with mental handicaps into designated schools accentuates the differences that exist. This form of segregation can create stigma and damage self-image. As we are aware, a positive self-image directly and powerfully supports social, emotional and intellectual growth.*
>
> *The traditions and values of our pluralistic and multi-cultural society encourages us to value human differences. Diversity within the classroom is, likewise, seen as enriching.*
>
> *Services to adults with developmental delays are focusing on support systems that will allow them to live, work and play alongside their non-handicapped peers. This change must be reflected in our classrooms if we are to properly prepare both handicapped and non-handicapped students for their futures (p. 8).*

We should continue to move in the direction of integrating students with special learning needs into normalized school settings. Our schools must adapt to these students' needs as much as possible with the help of resource rooms and resource personnel. Only for those students whose immediate needs would place their self-esteem, safety and/or acceptance by others in jeopardy should temporary segregated settings be retained. In this context a segregated setting would mean a setting within a neighbourhood school but separate from the regular classroom. Before placement is determined, careful assessment must be made of each child's functional level and learning needs. As well, such factors as age appropriateness, safety, parental acceptance, support services availability, physical access and proximity to home must be considered.

Adequate support systems to schools including aides, resource personnel, special services program development and teacher training will need to be provided to ensure success for all those who participate in integration. Submissions to this study have also indicated a concern with service levels in area counselling, youth workers, speech pathology and English as a Second Language. These, amongst others, should be reviewed with the aim of providing adequate services to all our students.

Submissions from educators and parents to the Challenge Ahead Project reflect positions ranging across the spectrum from full integration to full segregation, but these submissions also indicate a general agreement on the need for more flexibility in programs, increased special services, broader-based inservice and more information for decision making. Concerns were expressed regarding the adequacy of regular classrooms to meet all the special needs of students and the possible erosion of services to other students. If integration is to be successfully and smoothly managed, the support of parents as well as educators will be needed.

The School District should prepare a widespread, carefully orchestrated informational campaign which will sensitize and inform teachers, administrators and parents of the issues and current theory and research regarding appropriate programs for students with special learning needs. Without an appeal to the desire of teachers to serve all children well, as well as the reassurance to both educators and parents that adequate support will be available, anxiety may well give way to resentment.

The successful integration of students with special learning needs, particularly those children with severe handicaps or behavioral disorders, will require sensitivity and commitment on the part of administrators, teachers, parents and students. The nature and level of support available must both be compatible with the schools' perceived requirements and the constraints of budgetary and personnel resources. Implementation should proceed thoughtfully and carefully.

Our goal must be to provide the setting and support for students with special learning needs which will enable them all to experience academic and social successes, to view themselves as competent learners, and to become participating members of the community. All our students, including the gifted, talented, special needs, and culturally and socially diverse require at school the skills, attitudes and information necessary for them later to be in control of their adult lives.

A number of special needs issues arose from the Programs and Services Committee deliberations, **Directions** findings and submissions to the Challenge Ahead. Items to be addressed are as follows:

- School District policies and procedures regarding programs and services for students with special learning needs are not widely known or understood by educators and parents.
- Educational research has clearly shown that students with special learning needs benefit from as much social contact as possible with their typical peers and from curriculum planning that parallels, to the extent possible, the regular curriculum. All students are also guaranteed, by law, the right to a quality education.
- The accommodation of students with special learning needs can be constrained by lack of teacher awareness of the ability of these students, lack of teacher training, class sizes which create overload and also by inadequate support systems.
- Programs and services for students with special learning needs should be assessed to ensure the most effective services possible for the students.
- In order to provide an individualized education plan for students with special learning needs, careful attention must be given to the manner in which student progress is assessed. Learning assessment of these students should be associated as directly as possible with the regular curriculum.
- Some students will continue to need segregated settings when integration is not in their immediate best interests. Some parents will continue to press for segregated settings.
- It has been shown that mentally-handicapped students can be successful in integrated settings in schools. Sunny Cedars School is one of the last segregated schools for mentally-handicapped students in the province.
- Sometimes consultative processes at both the district and school level break down for want of time and clearly defined procedures.
- The nature of the school-community relationship has changed over time. Schools today must address an increasing number of student needs which do not seem directly related to the curriculum. The Sullivan Royal Commission states that *services can be delivered by the appropriate agencies in coordination with the school authorities (Legacy for Learners, p. 59).*

RECOMMENDATIONS

That the District continue to articulate clear policy and procedures for the education of students with special learning needs, including processes for determining parental involvement, placement and educational program development.

That special programs and services for students with special learning needs be provided in the most enabling environment possible and that for most students, this environment be in regular classrooms in a neighbourhood school for extended periods of time.

That the District develop and deliver a program to sensitize and inform educators and parents of issues and theory relevant to integration of students with special learning needs.

That all teachers and administrators be trained in the necessary skills relating to integration of these students.

That support services continue to follow the student rather than being allocated on a school basis.

That the learning of a student with special needs continue to be assessed on the basis of an Individual Educational Plan.

That District consultative processes relevant to students with special learning needs be reviewed to improve coordination and articulation of services to those students.

That school-based teams be mandated in every school offering services to students with special learning needs.

That facilities for special needs programs be developed in the District on the basis of need and allocated strategically throughout the District to ensure accessibility for all.

CONSIDERATIONS

- Strive to make policies and procedures for education of special learning needs students known to as wide an audience of stakeholders as possible. This may be done by developing and implementing a program to inform and sensitize educators and parents to the theory and issues relevant to special needs integration.

- Develop curriculum-based assessment policy and tools for special needs students.

- Train all teachers and administrators in the necessary skills which relate to special needs integration. Teachers and administrators who are responsible for students with special needs will need not only training but also opportunities for consultation with other professionals on students' programs.

- Phase out Sunny Cedars School in favour of neighbourhood school programs for students with mental handicaps. We recognize that for some students an alternate segregated school setting may be their most enabling environment for a period of time.

- In support of integration, schools must continue to offer resource room programs and these may need to be redefined.

- Provide appropriate support programs, services and facilities for special needs integration, recognizing that to provide the best support, clustering of students may have to occur.

- Encourage school-based teams to meet regularly, follow standardized procedures and consult with staff working with special needs students assigned to them.

- Undertake a needs assessment and inventory of special needs support systems on a cyclical basis to ensure that they are effective and up-to-date.

- Actively explore more effective means of providing increased support services to schools through external agencies. Adequate services must be assured in such areas as counselling, speech and hearing, hospital-homebound services, behavioral psychology, physiotherapy and youth workers.

- In compliance with the Building Code for New Schools, provide handicapped access at all schools.

Diverse Social and Cultural Backgrounds

The population of School District No.43 (Coquitlam) is composed of people from many different cultures. Demographics indicate that in British Columbia the percentage of population whose mother tongue is not English almost doubled from 1981 to 1986. With immigration projections at an average of one percent per year, we can expect the cultural diversity of our school district to grow and demand for English as a Second Language programs will increase. Practices within our schools must demonstrate and ensure equity of opportunity for all cultural groups.

The Sullivan Royal Commission Report on Education, *A Legacy for Learners*, discusses at length the disadvantages which many Native Indian students must overcome to be successful in our schools. They require extra support in the form of role models, guidance and counselling. Teachers must be knowledgeable and sympathetic towards Native Indian cultural heritage and their contributions to Canadian society.

Though advances have been made in women's social and occupational status, traditional kinds of stereotyping and inequalities of opportunity remain difficult to overcome. Our schools have a particular responsibility to ensure that we do not perpetuate gender inequities. Our programs and services must be equally attractive and accessible to both sexes.

RECOMMENDATIONS

That all school programs, courses and extra-curricular activities be equally accessible to students of both sexes, all cultural and social backgrounds.

That those disciplines and/or courses traditionally avoided by either girls or boys be examined in terms of ways to make them equally attractive to both sexes.

That the District provide inservice programs for administrators and teachers to raise awareness about practices which are discriminatory and to offer strategies for eliminating such practices.

That the District provide support systems which ensure the successful integration of Native Indian students in our schools.

That the District re-examine the English as a Second Language (ESL) delivery model and curriculum materials to ensure adequate provision for an increasing ESL population.

CONSIDERATIONS

- Charging fees for courses and extra-curricular activities may limit accessibility for some students.

- Disciplines such as mathematics and science traditionally attract few female students. These subjects need to be examined for instructional materials and practices that better relate to girls' interests and aspirations.

CHAPTER 7

AN ETHIC OF CARING

School and Community

Society has undergone rapid changes in the last decade. With the transformation from an industrial society to an information society, there has been a growing tendency for decision making to become more participatory. The implication of this for school systems is that, as the general population and, in particular, parent groups have easy access to relevant information, they become more willing and able to participate actively in educational decision making.

Research and literature on the topic clearly illustrates that positive school-community relationships result in better student achievement at school. Furthermore, reform initiatives that seek to address major concerns such as those about at-risk students and special needs students often advocate greater community involvement in school programs. Also, schools that are characterized as being successful ascribe some of their success to a high degree of parental and community participation.

Currently, traditional schooling does not make the most use of the community as an educational resource. According to the Sullivan Royal Commission (1988), *the current curriculum shows little evidence of conscious articulation between what students study and real-life situations*. Public involvement in education is necessary not merely for social reasons but mainly for its curricular significance. Parents and community members help to develop and extend school curriculum and student achievement improves significantly when parents and the community work alongside their children to help them learn.

The realization that good school-community partnerships can enrich school curriculum and student achievement is not new. As early as 1942, similar insights were expressed by educators such as William Carr cited in Williams (1988),

> *The community is the laboratory for learning. In this laboratory children interact with their environment and their first and most enduring learnings occur. The community-centred curriculum is an extension of the natural learning environment, with the classroom serving as a coordinating centre for the variety of experiences that reach out into the expanding community (p. 1).*

Since then, the community school concept has grown in acceptance because of its vast potential to bring community and school together, working for the betterment of all.

The community school concept provides more than ample opportunity for enhancing school-community relationships. According to Williams (1989), community schooling *is a process whereby learning is used for both individual and community betterment.* Community education promotes involvement of persons of all ages in extensive use of community resources in learning and this brings about positive changes in the community. When a community and school work together, they can create a better world of learning for their children.

Commitment to enhanced school-community relations and to community education is evident across Canada and also in this province. Alberta's Community School Program now has a special Interdepartmental Community School Committee which has agreed to focus on increasing the number of community schools in Alberta. This committee finds it desirable to have a majority of their schools community schools. But, it has been decided for pragmatic reasons that by January 1, 1990, at least ten percent (160) of Alberta's schools will be Designated Community Schools. These schools all have as their ultimate aim improved school-community relations, operating on the following ten major principles:

- community-related curriculum
- effective parent involvement
- a democratic, collegial philosophy
- everyone as teacher
- everyone as learner
- interagency cooperation
- facility adaptation
- extended community use
- managing community issues
- a sense of community.

Through the community school concept, closer school-community ties may be developed by:

- making greater use of community volunteers as resource persons, role models, mentors and tutors for school children.
- making better use of the skills and knowledge of older members of the community.
- making community facilities available which include:
    - * a drop-in centre for informal parenting skills and parent support groups
    - * self-help and supplementary support services for parents and families who need these
    - * 24-hour child care programs including a breakfast program and a sick-child care facility
- having parent groups working with teachers to develop community-related curriculum and policies.
- working to develop ongoing community awareness about child development, effective parenting and the associated roles of school and family.

Such partnerships between community, parents and educators ensure that opportunity is provided for the emotional, social educational and physical needs of each child in the district to be met.

This school district has built a sound tradition of community support. Through strong communication links with the parent and non-parent community the district seeks to extend its relations with its publics. In this time of rapid curriculum and policy initiatives, the basis and implications of change are to be clearly and regularly communicated to our community so that participation and support continues to be forthcoming from parents and non-parents for the changing aims of schooling in our district.

RECOMMENDATION
That the District investigate the effectiveness of the community school concept in further promoting desirable school-community relations.

CONSIDERATIONS

- Put in place structures to ensure active involvement of community representatives in the expansion of educational opportunities for all our students. These should include the following features:
    * Promoting awareness of and consensus on the skills and knowledge necessary to full participation in our community into the 1990s and beyond.
    * Strategies for jointly promoting health, fitness, willingness to work and readiness to learn lifelong.
    * A vehicle through which each school can encourage meaningful input from parents and community.
    * Liaison with postsecondary institutions to review entry expectations and program scheduling.
- Consider that working together, employers, parents and educators have the potential to provide a greater diversity of educational and career opportunities for our students.
- Encourage joint school-community efforts that may result in stronger, clearer, more compelling messages to motivate our students for better achievement at school and at work.
- Continue to increase cooperative planning and retrofitting of school and community facilities.
- Involve in facility planning, special groups of users such as specialist teachers, recreation personnel and community service supervisors.
- Design schools flexibly to accommodate both school and community use.
- Retrofit schools for particular school-community uses such as access to washrooms, telephones and First Aid kits for all facility users.
- Study municipal and school maintenance services to determine whether certain jobs can be more efficiently handled by one group or through joint efforts.

Parents and Schools

Parents and the community constitute a major positive influence on the overall education of our children. We need to promote effective working relationships between the community, employers, parents and educators to complete the education of our children.

In our district, to facilitate better school-community relationships there is a need:

- to provide an ongoing process for meaningful input into curriculum content by community members, employers and parents. This process must address the viability of implementing curriculum changes through articulation amongst government policy makers, educators, community representatives, employers, labour groups and parents. This kind of cooperative effort may be coordinated through a local education advisory committee comprised of representatives from community agencies, employers, parents and educators.

- for business, industry, labour groups, professionals and community agencies to communicate and emphasize the importance of life-long learning for all.

- to continue to seek assistance from business and industry to provide students with the knowledge and skills required for successful pursuit of their career goals.

- to liaise with universities so that more flexible entrance requirements and programs can be designed to accommodate students who must balance education with employment and family responsibilities.

Employers are claiming a shortage of qualified people for the changing careers of the workworld today. Aside from lack of skills, employers claim that young workers sometimes show an unwillingness to work. We must continue to emphasize with our students the work ethic, appropriate attitudes, cooperation and willingness to learn. These challenges must be jointly addressed by all partners in education, employers, labour, community, parents and educators.

To develop schools which promote better self-confidence, self-awareness and self-determination, staff, parents and students need to work together. Cooperation of this kind requires a model which seeks and values input from all participants and which vests much of the decision making about school operation at the school level. School district policies and procedures should reflect a commitment to school-based autonomy in those areas which affect the learning and working environment. Within the parameters of ministry and district policies, school-based administrators should work collaboratively with teachers, parents and students to organize schools upon principles which are jointly developed and understood. Current research on structures and practices which enhance school effectiveness should be considered in planning at all levels. However, in the final analysis one characteristic feature of all our schools should be that their principal focus is one of learning, with appropriate support services and resources available.

RECOMMENDATIONS

That decisions which affect schools be made at the school level wherever possible.

That the District ensure that planning at the local school level be based as much as possible upon a collaborative model and that input from employees, parents, community and students be sought and valued.

CONSIDERATIONS

- The school district ought to reaffirm and continue its policies supporting local school autonomy.

- Decisions on staffing assignments, in-school organizational structures, acquisition and deployment of facilities, equipment and resources, as well as rules and policies governing student behaviour should be made at the school level.

- Some school staffs and administrators may require inservice in team-building processes and collaborative decision making models.

- District office personnel should periodically collect and disseminate current research findings on effective schools particularly as these pertain to school-community relations.

- The District should continue its present practice of hearing public submissions.

School and Work

With the involvement of business community and schools, gains can be better realized for both our students and their potential employers:

Students

- learn employability skills and realistic work expectations,
- explore career fields which reflect their interests and aptitudes,
- learn specific job skills and practise these in an actual work setting, and
- develop a realistic appreciations of the skills and training required of various jobs and careers.

Employers

- recognize the potential of young people to contribute in the workplace,
- obtain opportunities to share experience and expertise with youth and offer substantive input into their education and training, and
- have the opportunity to make first-hand evaluation of performance and suitability of potential employees.

In this district, effective ongoing contact with the business community is provided through Work Experience programs and the Continuing Education department. At present some forms of business community-school liaison have been developed and these include the sharing of expertise, facilities, career information and other resources. For instance, Career Preparation Program Consultative Committees operate in this district and they consist of employers, post-secondary education representatives and school district personnel. Their main purpose is to share information on curriculum, equipment and career information for specific Career Preparation programs for our students. A fundamental concern in both district Work Experience and Continuing Education programs is to ensure that our students have access to high quality programs in these areas.

At present more than 400 students in this district are involved in career placements in businesses in local and neighbouring municipalities. About 300 employers collaborate with us in these programs and they offer our students a diversity of business experiences in retail stores, banks, services and corporations. Students across the district have equal access and opportunity to participate in such programs. As reflected in Table 22, the demand for such district career programs is growing steadily.

In the final analysis, the quality of our graduates is the standard by which we are judged. Our goal is the attainment of quality in all aspects of our school system and a main purpose of our schools is to help students prepare for the future, but ultimately our students seek to join the workforce after their years of schooling. It follows then, that business community and schools both should have input in the education and training programs for students in the district. The Sullivan Royal Commission (1988) has identified the need for educational programming to be responsive to the student's need for alternative, work-related curriculum in years 11 and 12 of their schooling. In 1981, 20,000 students were enrolled in apprenticeship training programs in British Columbia. In 1989, only 9,200 students are receiving this training but the demand for trained apprentices has remained constant at approximately 4,000 per year. This has created a critical annual short-fall of about 1,700 trained apprentices in B.C. Along with this comes the recognition that the traditional school environment is quite different from the workworld of today and its changing expectations. Students must be appropriately prepared for their transition from school to work with basic employability skills and information necessary to en-

Table 22
Recent Student Placements in Career Programs in School District No.43 (Coquitlam)

Program	1986-1987	1988-1989
Regular Program	274	294
Learning Assistance/ Learning Disabilities	40	31
Skill Development	25	34
Career Preparation	25	80
Total	**364**	**439**

Source, *School District No.43 (Coquitlam), 1989.*

able them to choose future careers wisely. The main purpose of our district Work Experience and Cooperative Education Programs is to assist students to prepare for satisfying employment and to provide opportunities for students to participate in typical work settings.

RECOMMENDATIONS

That the District continue to support the development and enhancement of high quality career and continuing education programming.

That formal partnerships between the District, schools and specific corporations/organizations be established to include the sharing of expertise, facilities, career information, advanced technology education and vocational training programs.

CONSIDERATIONS

- Cooperative Education/Work Experience opportunities for students need to be expanded to provide a greater emphasis on career development/work transition programs, especially in employability and job preparation skills.

- Consultative committees in such areas as sciences, arts, etc., should be considered to serve purposes similar to those of the existing Career Preparation Consultative Committees.

- Support for and expansion of programs such as Project Business, Business Council and Chamber of Commerce speakers ought to be emphasized to improve our visibility and credibility within the business community.

- The district needs new competency based curriculum that integrates the workplace and the classroom.

- The district can demonstrate leadership by developing and implementing local curriculum to alleviate the anticipated shortage of skilled apprentices in particular fields.

School Supported Child Care

On April 27, 1989 the Federal Minister of Finance tabled a budget which provided new tax assistance measures for parents needing child care services in Canada. This was the latest step in a series of moves made in Canada to develop adequate child care of good quality for our children. These and other federal initiatives indicate that Canadians value quality child care highly and have been giving serious attention to provision of more and better daycare services for all our children. The Child Care Special Initiatives Fund (CCSIF) created in April 1988 with a budget of $100 million, is dedicated to encourage research and development on how child care services in Canada may be improved. To date, in less than its two years of existence, the CCSIF has funded 77 such projects. One of these has been sponsored by the Canadian School Trustees' Association to look into school-based child care in Canada. Recently a study of day care programs was conducted in Ontario as well. These instances serve to indicate a rising public interest in good quality child care and its connections with the goals and outcomes of public schooling.

Concern for quality child care is a widespread one, not merely a parental demand or a women's rights issue (Goelman and Pence, 1989). In the corporate worlds of the United States and Canada, large numbers of employers are considering how to provide or support daycare for their employees. Daycare remains a family issue but its recent move into the corporate and political limelight has been fuelled, not so much by women as by economic necessity and a dynamic labour market.

Beyond these legitimately public concerns, educators too have expressed serious commitment to improved daycare and early childhood programs. The National Association of State Boards of Education (NASBE) Task Force (1988) calls for action in two specific areas:

- Developing early childhood units in public schools to serve children ages 4-8 and their parents, and
- Building partnerships between public schools and other early childhood programs.

The Task Force contends that implementing these key areas will supply a missing ingredient in the equation that determines school reform for the next century. Furthermore, the NASBE advocates it is necessary for public schools to,

> *form partnerships with preschool programs to expand high quality services to young children and their parents... It is also the reality that public schools will receive the vast majority of "graduates" from every form of early childhood program. It is clear that high-quality program experiences pave the way for children to succeed in school and life. Similarly, children from poor quality or unsupervised preschool settings begin school at a disadvantage and pose additional challenges for the schools (pp. 5-7).*

School principals also think that their school communities could use before- and after-school child care. The National Association of Elementary School Principals (NAESP) Survey (1988) has indicated that more than eight out of ten school principals think this kind of child care is needed. More dramatically, **nearly two thirds feel that public schools should provide child care,** but only one-fifth now have child care facilities in their schools. These principals say that public-school supported child care can supply better care for children and also build better community and parent relationships.

According to NAESP's Child Care Survey, the following difficulties are common to public-school supported child care programs:

- inflexibility in the use of buildings and facilities
- inadequate funding
- inadequate staffing
- problems with the physical plant or supplies

These problems, however, can be easily overcome through careful planning of facilities, upgrading facilities and providing additional space as well as better training and pay for staff.

In their deliberations on daycare the Management Challenge Committee observed that:

- Few formal preschool/daycare programs currently exist in our schools other than commercial, private and/or cooperative programs using rental space within school buildings and in portable units on school district property.

- In terms of access to preschool/daycare programs inequality of opportunity exists within our schools.

- Currently, legislation, lack of interministerial cooperation, funding, inadequate manpower and facilities, all mitigate against the school district directly offer preschool/daycare programs.

- In Phase I of the Challenge Ahead Project, the Opinion Survey conducted in School District No.43 (Coquitlam), indicated that almost three quarters (73.6%) of our school district community support the concept of daycare and/or student care in our schools.

Options for Support or Provision of Child Care

School districts have many options available for supporting or providing child care services. According to Goelman and Pence (1989), to fully examine the provision of daycare services, an organization should consider a range of options. These can be classed on a continuum from "less complex/less expensive" to "more complex/more expensive" as depicted in Table 23.

At present this district is not able to offer preschool/daycare programs but the district will be in a better position to respond to needs for these programs by further study of the options presented in Table 23. Such options may include encouraging partnerships with private industry, publicizing the need for such cooperative initiative and by monitoring and reviewing district involvement with the programs over time. The presence of preschool/daycare programs in our schools can only facilitate closer liaison between preschool and public school personnel to the benefit of our students.

RECOMMENDATIONS

That the District establish in consultation with the employee groups, a user-pay daycare program for children of district employees.

That there be a special review of preschool/daycare offerings in the schools of this district.

That the District continue to make facilities available for rental/lease by preschool/daycare operators.

That the District advise the appropriate government agencies that the public recognizes a shortage of preschool/daycare offerings in our area.

Table 23
Options for Employer Support of Child Care

Less Complex/ Less Expensive ⟵⟶ **More Complex/ More Expensive**

Parent Education Information and Counselling	Modified Work Work Schedules Services	Contributions to Existing Daycare	Actual Provision of Daycare Service
• Parent education seminars in-house, contracted out	• Flex-time • Job sharing	• Financial "in kind" services	• On or near-site child care services provided by a non-profit day care society or a private daycare operator
• Ongoing counselling/advising in-house, EAP-based	• Flex-place • Sick leave provisions	• Flexible benefits • Cafeteria plans	
• Information and referral to child care services liaison with community agency in collaboration with other companies, EAP-based	• Parental leave maternity/paternity personal leave	• Voucher plans • Discount plans	• Consortium arrangement with other employers

Source, *Goelman and Pence, 1989.*

School and District Communications

On a district-wide level, collaboration implies an ethic of caring with open communications and trusting relationships between all employee groups. In times of change effective communications strategies assume even greater importance and for a growing district such as ours this feature becomes much more crucial.

Various activities and vehicles currently exist in the district which provide information and establish means of communication with parents, the public and employees. The following items form part of regular school-parent communications:

- reports on pupil progress
- parent-teacher/principal conferences
- correspondence and telephone contacts
- newsletters. newspapers and school handbooks

Table 24
Channels for School-based Communications

Teaching Staff	Non-Teaching Staff	Joint Meetings
Informal vehicles, for example, staff committees, informal groups, staff meetings.	Regular or liaison meetings with non-teaching staff.	Regular/monthly staff meetings. Monthly Superintendent's meeting. Issues-based meetings. Annual Planning Session.

Table 25
Channels for District-wide Employee Communications

Non-Teaching Staff	Administrators	Excluded Staff	Teachers
Monthly labour management meetings. Canadian Union of Public Employees (CUPE) committees working with Board/ District through appropriate committees. Regular meetings with CUPE President, District officials, District/CUPE inservice committee and other committees. Negotiations.	Bi-monthly Superintendent's meeting for Principals and Vice-principals. Participation in District committees, for e.g., Professional Development Committees. Coquitlam School Administrators' Association (President) liaison with district officials. Asst. Superintendents' meeting with Principals and Vice-principals. Liaison Committee with District and Coquitlam School Administrators' Association to discuss individual contracts. Direct representation to the Board through Coquitlam School Administrators' Association.	Input by excluded secretarial staff. Superintendent's Planning Committee (weekly meetings) Management Group Meetings (Superintendent's Planning Committee and three business managers). Excluded staff involvement on district committees.	Dept. Head issue meetings Direct representation by Coquitlam Teachers Association to District and/or Board. Representatives on District Committees. Working Committees. Regular meetings with President/ District officials. Negotiations.

Source, *School District No.43 (Coquitlam), 1989*

- open house/meet the teacher nights/ parent meetings for course planning, graduation program information, special events
- opinion surveys
- home and school (parent councils, Parent/teacher associations) organizations
- volunteers or resource people/guest speakers
- special projects such as school anniversaries, drama presentations, field trips, teas, fund raising, track meets, performers.

An extensive network of communications is used to keep parents regularly in touch with district-wide events. These are:

- special publications (calendar, report cards, Challenge Ahead Newsletter)
- publications on district programs, for example, student services, immersion programs
- community survey and opinion polls
- public meetings (regular, budget, Royal Commission)
- committee work (Challenge Ahead, Special Education Advisory, French Immersion/Montessori groups)
- Education Fairs
- community-related programs such as Work Experience and Continuing (Adult) Education programs
- liaison with municipalities
- Superintendent's Annual Report, sent to libraries and other school districts
- Board Reports such as those to the Sullivan Royal Commission and *Let's Talk About Schools*
- vignettes of district programs on video tape - such as computers and Education Month 1987
- District Annual Goals and policies, published and circulated
- co-sponsored Parent-Teacher Councils' Annual Parent Conference
- on-going positive rapport with the media
- regular contact with community groups, clubs and organizations
- school performances in the community and community invitations to school events
- letters of congratulations to parents for exemplary student achievement.

At this time some of the major avenues for communicating amongst employees in our district are:

- notes published and circulated after each Board meeting
- regular administrative/zone meetings
- C.T.A. Committee involvement and meetings with President
- C.U.P.E. management meetings and committee involvement
- special social events, for e.g., retirement dinners and presentations
- regular staff/department meetings and special meetings.

- miscellaneous circulars, publications and presentations by administration on Professional Development days
- orientation meetings and materials for new employees
- Superintendent's Bulletins and Challenge Newsletters
- Policy Book, Regulations and Management Procedures manual
- *Info 43* handbook published and distributed each Fall

Tables 24 and 25 depict regular school-based and district-wide channels of communication across the district.

Many school districts in Canada and the United States of America have organizational structures which include a communications component based at the central office. Reviews of some of these structures were recently supplied to the Board by the Superintendent of Schools. As a result of a longstanding interest in this area and a perceived increase in need, the Board has provided an additional budgetary provision for the 1989-90 school year for the communications function. Support for this action can be drawn from a number of comments made by **Directions** Part B participants.

RECOMMENDATIONS

That the District develop short-term and long-term communications plans and strategies for implementation.

That responsibility for developing, coordinating and implementing these plans be designated to a communications person with support from a representative group.

CONSIDERATIONS

- *The District Communications Handbook* should be revised on an annual basis and receive periodic review by staff.
- Copies of *Communication, A Priority in Education*, should be made available to principals and administration and form the basis of a workshop for school staffs, employee groups, principals and office personnel in order to:
    - * explore effective public relations and communications strategies for all employees and,
    - * help all employees accept the communications function as part of their role.
- Public announcements of school events should be published in the local press to inform and encourage attendance by the non-parent public as well as parents.
- As part of a District Communications Package there should be a district mechanism for informing district employees about district programs, services and achievements so that each employee can in effect become an ambassador for the district.
- District brochures on programs and services for regular, adult and special needs students should be revised annually as to their content and format, published and made available to students, parents, agencies, organizations and the local community.
- Schools should continue to obtain local press and television coverage of special events and Board press releases on issues should be prepared routinely as a main source of information to the parent and non-parent.

- Effective district-school communications should continue to include the following:
    - * quality newsletters
    - * event and program invitations and presentations to seniors and the general public.
    - * mall displays
    - * business partnerships/involvement
    - * adult (evening) education programs
    - * community contact through telephone and written enquiries.
- The communications function should be reviewed on a cyclical basis. All district communications systems ought to be reviewed and upgraded periodically as required and such a review should include the mail delivery system and paper flow, electronic mail (Envoy, fax, micro linkages), telephone systems (currently out of date), and relevant expectations and procedures.

Funding

In light of future trends there is a need to review levels of funding required to provide for anticipated district-wide changes in programs, services, personnel and facilities. Currently educational funding is supplied to this district by provincial government through the fiscal framework. This district has moved suddenly out of a period of financial restraint into a time of steadily increasing enrollments. About 1,000 pupils have come into this district annually in the past two years and there is indication that this trend will persist until the end of this decade. Funding requirements can be expected to increase with growing numbers and increased demand for programs and services.

As a result of the Sullivan Royal Commission (1988) several educational policy and curriculum initiatives such as those presented in the Year 2000 paper are planned by the province to be implemented in the coming decade (1989-1999). District levels of funding for these initiatives have not yet been specified or allocated. This district will require appropriate levels of funding to accommodate enrollment growth and the changing needs of the community it serves.

This school district is currently involved with a number of committees established to look at various aspects of educational financing and accountability:

Financial Management Systems Review Committee
This is a joint committee of the Ministry of Education and the British Columbia School District Secretary-Treasurers' Association. Their mandate is to review the Fiscal Framework to ensure that it recognizes the cost of providing existing service levels and to provide recommendations for the appropriate level of funding for emergent programs and services.

Accounting Systems Review Committee
This is a committee comprised of officials of the Ministry of Education and representatives of the British Columbia School District Secretary-Treasurers' Association. The committee was formed to review the various issues related to school district financial reporting. At the present time, the format for financial reporting is prescribed by the Ministry of Education. The Sullivan Royal Commission identified a need for greater accountability by education systems to their various publics. In addition, the Institute of Chartered Accountants has expressed concern that many of the audited financial statements of government agencies, including those of school districts, do not conform to generally accepted accounting principles.

Union of British Columbia Municipalities

Municipal governments have become aware of the increasing shift of cost of services, including the cost of education, to the residential taxpayer and are concerned about the ability of the local taxpayer to pay. A review committee has been established to examine these issues.

Metro Vancouver Task Force on Taxation

Research studies done by the Greater Vancouver Regional District (G.V.R.D.) in 1988 support the claim that there is a growing burden on taxation on the real property taxpayers in Greater Vancouver. As a result of these studies, a joint task force was established with representation from the G.V.R.D. and the Metropolitan School Districts. Of particular concern to the task force was that, *the share of school costs paid by the Province (including the non-residential property tax) in Greater Vancouver School Districts is considerably less than the share of school costs paid to school districts in other regions*. The mandate of this committee is still to identify methods of resolving the inequities in funding Metro School Districts and to work with the Provincial Government for an orderly implementation of the recommendations.

RECOMMENDATIONS

That the District continue to participate actively on provincial and municipal committees, articulate funding concerns and seek Ministry support so that adequate levels of funding may be obtained for the needs of this growing district.

That the District continue to support any process involving the allocation of funding in support of Policy Initiatives of the Royal Commission.

PART IV

MEETING THE CHALLENGES WE FACE

Our Vision, Our Schools

The Challenge Ahead Project has enabled us to pool the perceptions and opinions of our employees and publics to formulate a vision of schooling for the children of our community. Three guiding principles drive our vision of schooling for the future. They are:

- **community**
  - deriving strength in common purpose,
  - encouraging cooperation amongst all families, all age groups and all sectors,
  - promoting collaboration and recognition of quality in our school community.
- **opportunity**
  - promoting equality of opportunity,
  - providing access for all, through a variety of quality learning environments, special programs and options,
  - promoting equitability and diversity in services,
  - fostering success for all by developing initiatives with social and intellectual imagination.
- **trust**
  - providing leadership based on trust,
  - supporting school and district culture permeated with an ethic of caring.

These principles underpin how we interact with each other in our schools and with families in communities across our district. Such principles determine the quality and direction of our programs, the level of physical and support services allocated to our schools and the ethos of leadership in our schools and district.

In our vision, our children are creative, self-directed problem solvers who are confident in their own abilities, and demonstrate an appreciation for the rich diversity of life. Learners graduating from our system will have developed personal values and characteristics that reflect a caring attitude toward others and a strong sense of well-being. They will have acquired the basic skills to prosper in a world that relies on effective communication and decision making. Our students will have strong interpersonal skills in areas of collaboration and cooperation.

By fulfilling this vision, we hope to prepare our children to lead a new generation into its future. Chapters Eight and Nine examine the process of change and recommend a plan for implementation that can assist us in fulfilling our vision of schooling for our children.

CHAPTER 8

CHANGE AS A CHALLENGE

Nature of Educational Change

It is clear from the issues raised in previous sections of this report that educational change is a complex process. Regardless of how it is initiated, its course cannot be charted like that of a ship, nor can its product be managed like an assembly line. Yet, change is manageable. To introduce and manage change effectively, it must be recognized that the nature of educational innovations is such that ... *they are not ends in themselves but must be subjected to the fundamental questions about their relationship to the basic purposes and outcomes of schools (Fullan, 1982, p. 22).* In an educational system effective change occurs when the beliefs, attitudes and behaviours of those involved shift to accommodate the new intents and priorities of the innovation.

The rapidity and character of change requires that clear, precise and strategic planning moves be made. New information communicated with clarity, along with opportunity for discussion and involvement is most often convincingly received and acted upon. The manner, however, in which new ideas are perceived and later implemented within a school system is not only a matter of personal or individual perceptions. Organizational perceptions of change are also important. In other words, a successful district-wide change management process must take into account the nature and patterns of organizational culture.

The term *organizational culture* is used here to cover those features and climate which characterize school district operation. These determine the course of systematic change through the organization. School districts are organizations made up of groups of individuals performing certain tasks within a given infrastructure. The nature of the tasks, the physical environment, the decision making structure and the participating individuals all contribute to the organizational culture.

Other less tangible, but nonetheless real, features of organizational culture include the values, assumptions and perspectives that characterize school district operation. These are critical elements of school district organizational culture. The process of change can be managed more smoothly if the nature of change and the change process are seen to be compatible with the beliefs and patterns of organizational culture.

To introduce and manage change constructively as a process, organizational culture cannot be ignored, but must be examined at the onset of change. This means looking into the elements of organizational *make-up* and into patterns of organizational operation. At the school district level certain steps have to be taken in any examination of organizational culture. These steps should include:

- determining change tasks.
- proposing new or alternative change infrastructures for decision making.
- providing for systemic socialization of change:
  * involving all personnel and stake holders early on in the game,
  * negotiating compromise, ownership and trade-off,
  * installing effective channels for participation and communication,
  * determining motives and avenues for re-education and retraining, and,
  * monitoring levels of security, acceptability and comfort with change.
- providing mechanisms for piloting, feedback and evaluation on a micro as well as a systemic scale.
- providing opportunity for "buy-in" or "opt-out" at various points in the change process.

Using such steps make for healthy enculturation of change within a school district. Still, change requires organizational accommodation. The organization as a whole has to shift itself to some new position in order to make room for new ideas and their implementation. Change, therefore, is not an event; it is a process of accommodation occurring within an organizational culture. In effect, to implement change is to change organizational culture, implying that the school as a unit be a focus for change.

School System Change

When school systems change they do so ultimately for the benefit of their students. As a consequence, classroom teachers become key players in any system-wide educational innovation. Teachers not only are responsible for enacting change with their students, but also have power over the degree to which an innovation succeeds or fails in the classroom. For example, Fullan and Leithwood (1982) have indicated three major factors that influence the course of educational change, namely, the philosophical assumptions or beliefs of the teachers themselves, their own teaching strategies and the provision of resources and materials to support the change.

Werner (1982) has described change as the process of *putting into practice something new*. This process involves school staff in changing their classroom practices so as to bring about change for the learner. Although no single formula can ensure success in such a complex undertaking, Werner suggests that the change process should provide ample opportunity for participants to:

- clarify the new assumptions, goals, roles and materials being proposed,
- focus on practice by articulating how the change will affect what students, school staff and district personnel do,
- facilitate the process by planning activities which promote learning and discussion of the change amongst school and district staff.

Recently, Werner (1989) has elaborated on the importance of clarity in implementing change, pointing out that a successful change process requires that the following aspects of clarity be negotiated:

- **conceptual clarity:** all participants in a change process must have shared understandings of what is desired and expected.
- **values clarity:** those involved in change efforts must be convinced that the changes are beneficial.
- **procedural clarity:** participants at all levels must be clear on the processes being used to implement the change.

These comments strongly support the need for effective communication links between all groups participating in the change process.

Effective Change Management

A synthesis of the research and literature on implementation of educational change indicates that effective strategies for change management take into account the following criteria:

- **Clarity**
  Develop a clear rationale for change which is shared by the participants. Clarify the extent of the change and the difference between the old and the new. Roles and procedures based on problem-solving processes need to be articulated.
- **Adequate Resources**
  Determine needs for human resources, training and materials. This should include release time, textbooks, supplementary materials, equipment and manipulatives. Is there a need for additional human resources? The greater the necessary support is visible, the greater the positive impact on the change effort.
- **Involvement and Ownership**
  Involve people in all stages of the change process decision making and planning, orientation, inservice and follow-up. For change to occur, those affected must accept the proposed solutions.
- **Communication**
  Provide ample opportunity for interaction between teachers, principals, district staff, support staff, parents and special interest groups. Establish working and planning committees with activities for all concerned. Clearly negotiate roles and responsibilities of each stakeholder group.
- **Timing and Planning**
  Plan to reduce overload by setting stages appropriately. Ideally, one should not have to work on more than one change at a time. A multi-year timeline should be established with ongoing opportunity for sharing and gathering information. Most projects that result in change take three to four years. Adequate blocks of time for training, planning, problem-solving and attending regular meetings should be provided.

- **Leadership**
  Model the behaviours or practices that are being implemented. To encourage change, responsibility for leadership must be clear and leaders must adhere to the change guidelines.

Based on our discussions and insights obtained from the literature and research, it is clear that a number of basic assumptions should guide a successful change process in this district. Among these are the following:

- Change is an ongoing process which evolves with refinement over time.
- Change requires that participants negotiate shared understandings of new principles, processes and practices.
- Change requires commitment and participation of individuals at various levels within the system, with adequate resources and training.
- Change requires planning, coordination and communication.
- Change processes need be monitored and evaluated periodically with information and feedback shared among participants.

Time must be spent at the onset of change so that those concerned and affected can understand the benefits of the change. It is essential that participants know how new goals differ from the old as well as the value and practicability of the intended innovation. New roles and expectations need to be negotiated jointly with an openness that is indicative of positive change. Shared knowledge and understandings of this type can promote a level of commitment and ownership of the change which contributes to success.

Often when change is initiated, all of its ramifications cannot be identified. These tend to evolve as institutionalization occurs. During implementation, opportunities should be provided for key players to exchange and "feed back" to each other the perspectives and insights which develop in the course of the change process.

It is commonly known that insightful planning can increase the likelihood of a successful change process. Schools need to be involved in the early stages of planning to minimize the potential for problems in the course of implementation. No doubt, each school will bring its own unique perspective to the change process and these differing views can enhance implementation if considered at the onset of change.

There is indication that the quality of training, inservice and coaching can determine the success or failure of an innovation. Practitioners need to have an opportunity for reflection with their peers during the course of an innovation. Teacher resource teams can effectively provide support and encouragement for practitioners throughout implementation. In addition, continuing support during the institutionalization of change enhances professional commitment and contributes to lasting success.

For meaningful innovation and effective change to occur system-wide, commitment and participation are required of all stakeholder groups within the school system. Rapid response to change means that those in the system must be committed to making things better. To be effective, there is little time for "passing the buck" or "blaming". When an issue is identified or a problem is uncovered, we need to work together to resolve it. This may mean transcending traditional representation based on professional responsibilities or affiliations in order to attain our common commitment of **ensuring quality learning opportunities for all students of all ages in our school district.** Figure 6 illustrates a proposed District Planning Structure based on the principles and concepts presented in this chapter.

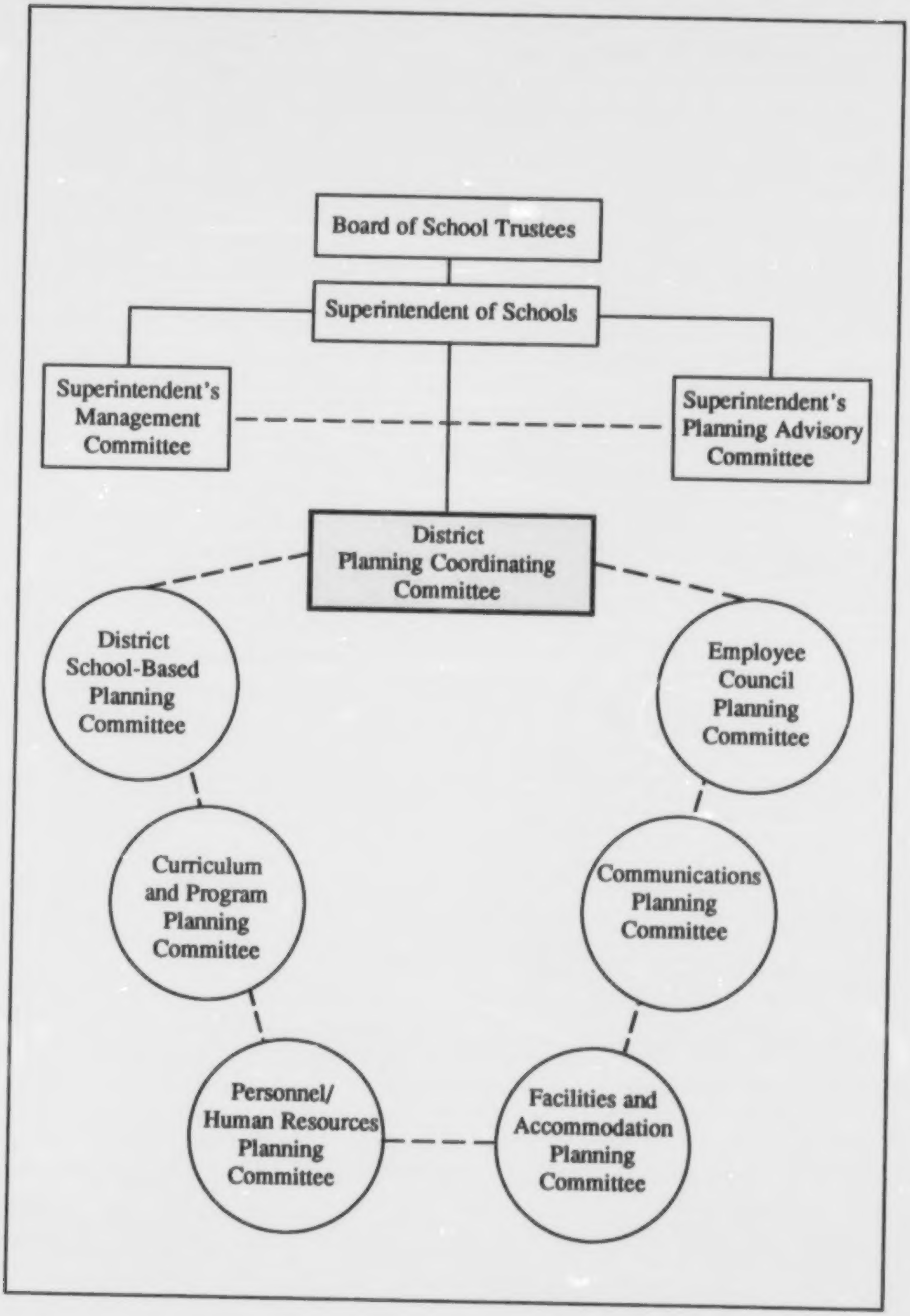

Board of School Trustees
Superintendent of Schools
Superintendent's Management Committee
Superintendent's Planning Advisory Committee
District Planning Coordinating Committee
District School-Based Planning Committee
Employee Council Planning Committee
Curriculum and Program Planning Committee
Communications Planning Committee
Personnel/ Human Resources Planning Committee
Facilities and Accommodation Planning Committee

Figure 6
District Planning Structure
School District No.43 (Coquitlam)

RECOMMENDATIONS

That the District Planning Structure outlined in Figure 6 along with the Proposed Terms of Reference in Appendix P be implemented to coordinate and monitor district-wide and school-based curricular and program changes, for identifying training and resource needs, to advise on facilities and accommodation issues, and to communicate effectively with our internal and external stakeholders.

That schools develop School Planning Committees to coordinate, monitor and evaluate their change implementation activities and to liaise with the district planning structure.

That, in the early stages of planning, the District seek input from schools as to the feasibility of implementation plans.

That, through consultation with schools, the District provide opportunities for schools to engage in the piloting of major changes and that realistic long-term and short-term plans be made to accommodate such initiatives.

That the District ensure that sufficient resources are allocated annually for anticipated change and effective implementation of change.

That the District communicate regularly to employees, parents and the community the timelines, nature, processes and implications of change, as well as the resources needed for effective implementation of change.

CONSIDERATIONS

- **Keep change simple.** Experience with very large organizations suggests that they expend an incredible amount of time planning for change without really changing. When they do get around to implementing the change, it is often too late or inappropriate because of changing conditions that have occurred during the planning process.

  Effective change involves "thinking small, not big". Lean and simple projects are more likely to be successful and can also be stopped more quickly if they are not working. Smaller projects seem to be much safer and more effective in the long run. They can be field-tested quickly and when there is evidence that the innovations really work, they can then be effectively implemented on a broader scale. Prior to system-wide implementation, school and district staff should jointly develop management strategies, timelines and priorities for change.

- **Use a team approach.** People who bring differing perspectives to a problem, who work together and communicate regularly and effectively, have the greatest chance of successfully responding to new trends and needs. In many organizations, the planning team invites outside involvement. In education, this should mean the involvement of students, parents and other community stakeholders. In this district we should continue to involve the community regularly in district-wide needs assessment processes which offer support to the change process. School and district staff should also have a forum to share information on proposed changes, to exchange concerns and jointly anticipate timelines, procedures and expectations for change before and during implementation.

- **Make use of other innovations.** It is well known that most practical innovations are seldom major breakthroughs but they tend to be adaptations of existing ideas. We must realize that many small enhancements can yield uniqueness. The *not invented here* syndrome can also be a roadblock to innovation. For example, the idea that if our District did not design a curriculum it cannot be of use to us, is outdated.

- **Celebrate Successes.** Success and failure have all sorts of connotations in school systems. To respond effectively to change, we must celebrate our successes but make it acceptable to fail. A system that encourages employees to be constantly looking for new ways to do things better must be flexible and provide access to resources for innovation.

CHAPTER 9

A RECOMMENDED PLAN FOR IMPLEMENTATION

Blueprint for Action

The recommendations for change proposed in this report are far-reaching and affect all those involved with education in the district. The implications of such a major review as Challenge Ahead are complex and cannot be approached in a casual manner. Recommendations offered in this report are intended to form a flexible blueprint for action.

Too often, proposed innovations fail because little attention is paid to the long-term planning process required for effective change. The following represents the major elements of the proposed implementation plan. If adhered to, proposed changes will be effectively implemented and educational improvements will be realized. It should be noted that this is a gradual implementation that develops "grass-roots" support, moving towards system-wide changes in the mid-1990s and reflecting the issues identified in the previous chapter. The planning process is intended to be flexible and to enable the district to respond effectively to new developments and initiatives. There will also be considerable need for training and development to assist those who will be involved in implementation—the process, strategies and timelines. Implementation will require the support and commitment of many people within our system.

The following strategies are the guiding principles behind development of our implementation plan.

Little things count.
Most major innovations are costly, unwieldly and difficult to end if they are not successful. Our innovation process must encourage everyone to constantly look for ways of doing things better. Within the bounds of professionalism and common sense, we must be encouraged to take risks, make mistakes, and learn from our errors.

Share perspectives.
Continue to encourage staff to cross traditional areas of responsibility, to share ideas and work together. The teacher learns from parental input, the principal learns from talking to the caretakers, the superintendent learns from working with a group of concerned community people. By extending our contacts, we have the opportunity to view issues from new perspectives. One very important perspective we must acknowledge is that of our clients; the students, parents and members of the community who depend on our system for quality educational services.

Take action.
Innovation means getting past the proposal stage and taking action. It means replacing feasibility studies with practical projects and new ideas. In other words, recognize and acknowledge action.

Do not reinvent the wheel.
In a system such as School District No.43 (Coquitlam), we do not have the resources to *reinvent the wheel* whenever a new need is established. Inexpensive innovation means knowing what is available, using that and modifying it to make it even better.

Recognize change.
Acknowledge and reinforce change. For effective change to occur leaders in the system must themselves set an example of change. Demonstrating value and support for change must be high on our own priority lists.

Measure innovation.
It has been said that in organizations what is measured gets done. We need to set our goals and measure the outcomes in order to refine, revise and improve our planning cycle. If formal measures are not possible, use informal processes to monitor and determine our progress.

Many of these strategies are somewhat different from the traditional ways in which bureaucratic structures operate. But we are convinced that we can offer each other the serious support and consistent effort needed to make these new initiatives work successfully. The initial months will be critical in establishing these innovation strategies as priorities for staff. With acceptance of these strategies, our system will improve and School District No.43 (Coquitlam) will indeed be a lively and challenging place to work and learn.

Planning Processes

When the Challenge Ahead Project began, it was agreed that process was as important as outcome. As such, the strategic planning processes for new initiatives were designed to be an asset to the present system. Already many benefits have been realized from the Challenge Ahead processes.

The processes used have highlighted strengths and identified areas in need. School District No. 43 (Coquitlam) has much to be proud of. We are aware of the richness of the contributions of our students, the wide range of cultural backgrounds and experiences they bring to our system. In addition the daily contributions of many people within the system, doing volunteer work, coaching, directing and counselling, all add to an active, healthy environment for learning. Trying to emphasize and build on strengths has boosted morale for many, when it may be easier to take-for-granted the good things that are presently being done. Those in our system as well as members of our community are aware of the need to anticipate change rather than merely maintaining the status-quo in a society which is itself facing dynamic change.

The **Directions** Needs Assessment Process used in 1986 and in the Challenge Ahead Project has pointed out the value of gathering regular feedback from our stakeholders. The dedicated work of the **Directions** Steering Committee in contacting both internal and external stakeholders has led to the development of closer working relationships and better collaboration across our school district community. Now many groups within our system appreciate the value of strategic planning processes. As a result, effective strategic planning is already being done in some schools and work units within our system.

District employees, parents, students and community members have shared together ideas and enthusiasm for our educational goals and have worked together to build a direction and a plan. Through the Challenge Ahead Project, we were able to generate excitement and optimism for the future. Together we can make a difference. We can provide quality education and we can do it in a manner that respects the rights of individuals whether they are staff, students or members of the community. These are a few of the benefits already enjoyed. As more than one person has put it, the Challenge Ahead Project has brought many advantages already, accruing from the nature of the strategic planning processes used in this project.

Future Benefits

Future benefits to the system are directly implied in the recommendations. Here are a few of the outcomes that will be realized if the recommendations are implemented:

- A strong focus on student and community needs and emphasis on innovative ways of meeting these needs should lead to a better school system for our students, our employees and our community.
- While additional resources will be necessary, the proposed strategies for change should be cost -effective. Instead of adding resources, existing resources (people, building, equipment, supplies, etc.) will be reviewed and modified to meet new needs. This may be a challenge, but the presence of clear direction for the future will assist in providing the guidance necessary to make it happen.
- The broad-ranging direction crosses traditional school boundaries. This will encourage people with very different responsibilities to communicate and collaborate. There will be more sharing of information and faster adoption of the good ideas already in operation.
- The system is already enjoying increased involvement and commitment through collaborative decision making. As additional recommendations are implemented, people in the system will feel increasingly involved and more responsible for the outcomes of schooling.
- The proposed models for innovation do not create major disruptions to the ongoing services being provided. They emphasize small incremental changes and constant commitment to doing things a little better than before. There will be occasions when reorganization of grade levels, reallocation of staff,

consolidation of schools or rescheduling of school hours may create some disruption for a short period of time. However, with thoughtful and careful planning, this can be minimized.

These are representative of the benefits that should be enjoyed when the implementation process is underway. It should be noted that full implementation is not required for benefits to be realized. In fact, as progress is made, the benefits will be noticeable immediately because they represent outcomes of an altered process for managing change.

The Recommended Implementation Plan

The implementation plan will provide an opportunity to integrate and link provincial, district and school initiatives. It consists of two phases:

- Phase I - in-school strategic planning and implementation
- Phase II - system-wide strategic planning and implementation

The activities and processes that occur in these two phases are graphically depicted in Figures 7, 8 and 9.

Phase I

Phase I of this plan, in-school strategic planning and implementation (Figure 7), should proceed as quickly as feasible and should utilize School Planning Committees as the key for managing change. Planning is neither a new activity nor a new responsibility for schools. School personnel routinely engage in planning both as individuals and in combination with others to solve problems and to plan the instructional program.

School strategic planning, as envisioned in this report emanates from the belief that the effectiveness of schools is critically dependent upon the degree to which members of the school community, especially teachers, understand and share in the District's mission and participate in the development of the goals and programs which shape their work with students. In this context, therefore, school strategic planning is understood to be a major component of school-based management, a vehicle for effecting organizational change and school improvement. School Planning Committees are seen to be more than advisory in nature; they are deliberative, decision making bodies whose primary role and responsibility is to decide how best to educate their students within the curriculum framework, accepting responsiblity for the progress their students make. This model is depicted in Figure 8.

In many schools in the district, the in-school strategic planning process will bring about a significant change in the way that members of the school community interact and participate in issues related to student performance and school improvement. A change of this nature not only deserves, but requires sufficient personnel and material resources at the outset to assure successful implementation.

While effective implementation requires the participation of all schools, it is likely that all schools will not be equally ready to proceed. Therefore, a phased-in implementation plan that allows schools to begin in the Spring of 1990 and continue into the 1990-1991 school year should be considered. Appropriate resources must be made available to assist schools and the designated facilitators. The focus of implementation should be on reinforcing and supporting those who participate in the process.

A major system-wide initiative will be required to ensure that everyone in the system is aware of the details of the Challenge Ahead Project Report beginning as soon as possible in 1990. Resource people within the system will need to be identified to support the planning process and training will be required for designated facilitators.

Once schools have begun to develop their strategic plans, it will be necessary for the system to allocate resources to support additional professional development activities

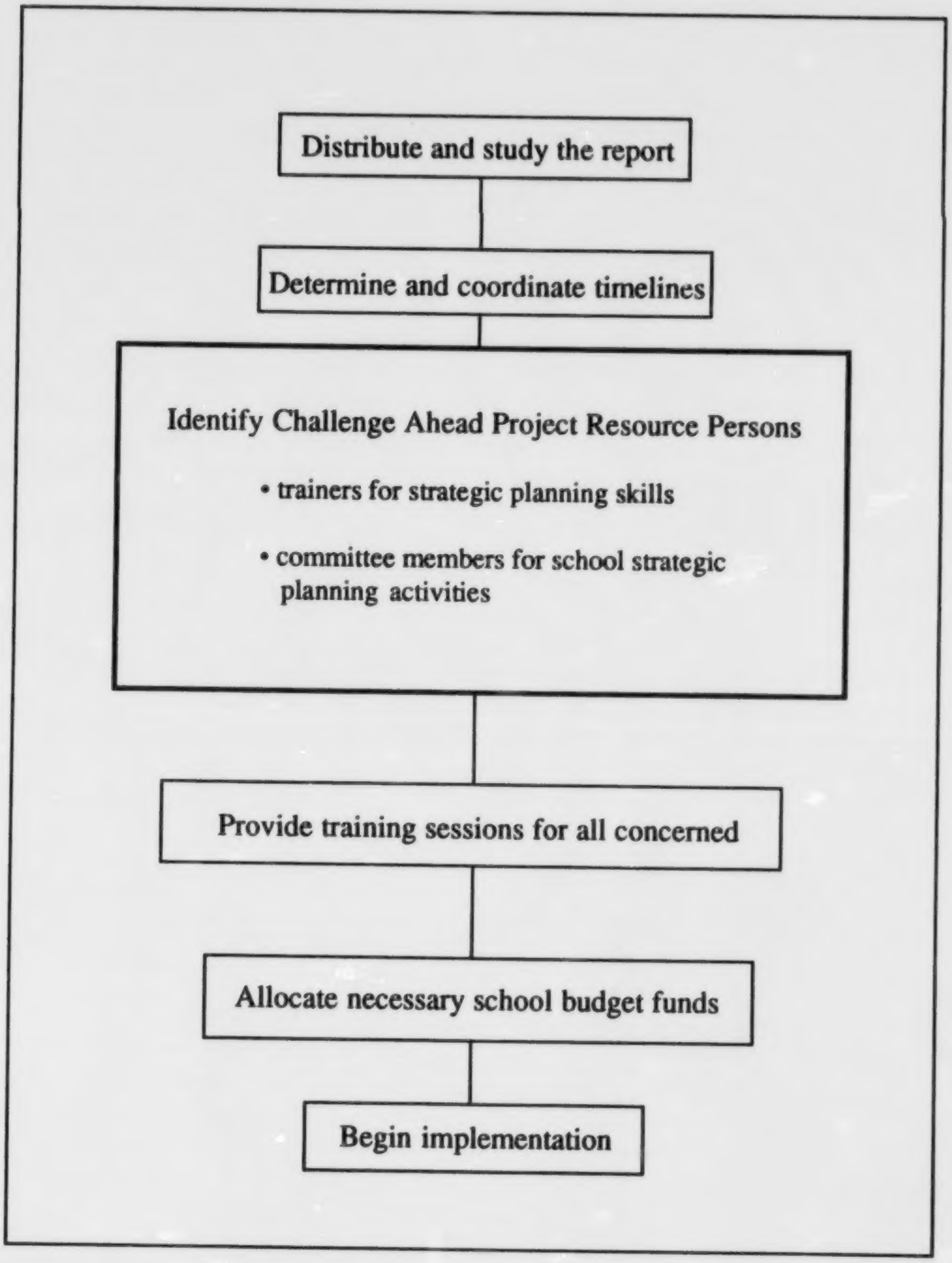

Distribute and study the report
Determine and coordinate timelines
Identify Challenge Ahead Project Resource Persons
• trainers for strategic planning skills
• committee members for school strategic planning activities
Provide training sessions for all concerned
Allocate necessary school budget funds
Begin implementation

Figure 7
Phase I - In-school Strategic Planning and Implementation

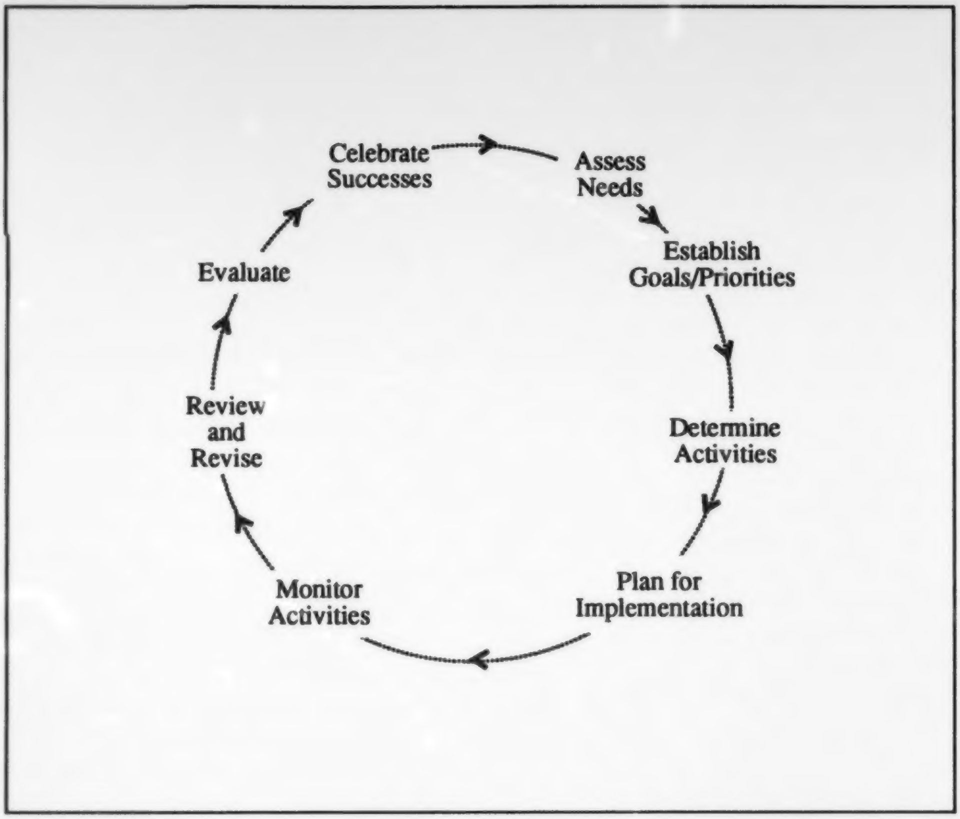


Figure 8
Proposed Model For School-based Planning and Implementation

and fund innovative projects that address the challenges of implementation. A budget allocation for these initiatives should be included in the 1990-91 school budget. Additional funding will need to be provided for these activities as more schools and departments join the process.

Phase II

Phase II, system-wide strategic planning (Figure 9), may require previous planning initiatives at the school level. Therefore, it is likely that this part of the plan will not proceed to completion until approximately 1992, allowing ample opportunity for pilot projects with effective and efficient implementation strategies. This will also allow for long-term planning and allocation of system resources such as staff, facilities and equipment. Major system-wide changes may not be in place until 1992-1995 but by this time all stakeholders will have had an opportunity to share in collaborative, decision making processes. Throughout implementation, funding and administrative support must be provided for those within the system who are exploring new methods of improving the system. As well, a forum is needed for innovative ideas to be openly shared and recognized throughout the school district.

As we move further into the future, detailed plans for implementation will require more coordination. Therefore, it will be essential that some form of our Challenge Ahead

Project Liaison Group structure be maintained to monitor the process and to continue to work with the details of later phases of implementation as the project progresses. This responsibility could effectively be assumed by the proposed District Planning Coordinating Committee shown previously in the District Planning Structure in Figure 6.

Our implementation plan and processes are based on current knowledge about change and follows guidelines suggested for successful change. An important ingredient is the involvement of a great many people within our system. While it is recognized that successful change requires the involvement of those affected by the change, it is also clear that responsibility for leadership must be clear. It is also acknowledged that the educational community needs the opportunity to review, understand and consider the implications of the final report.

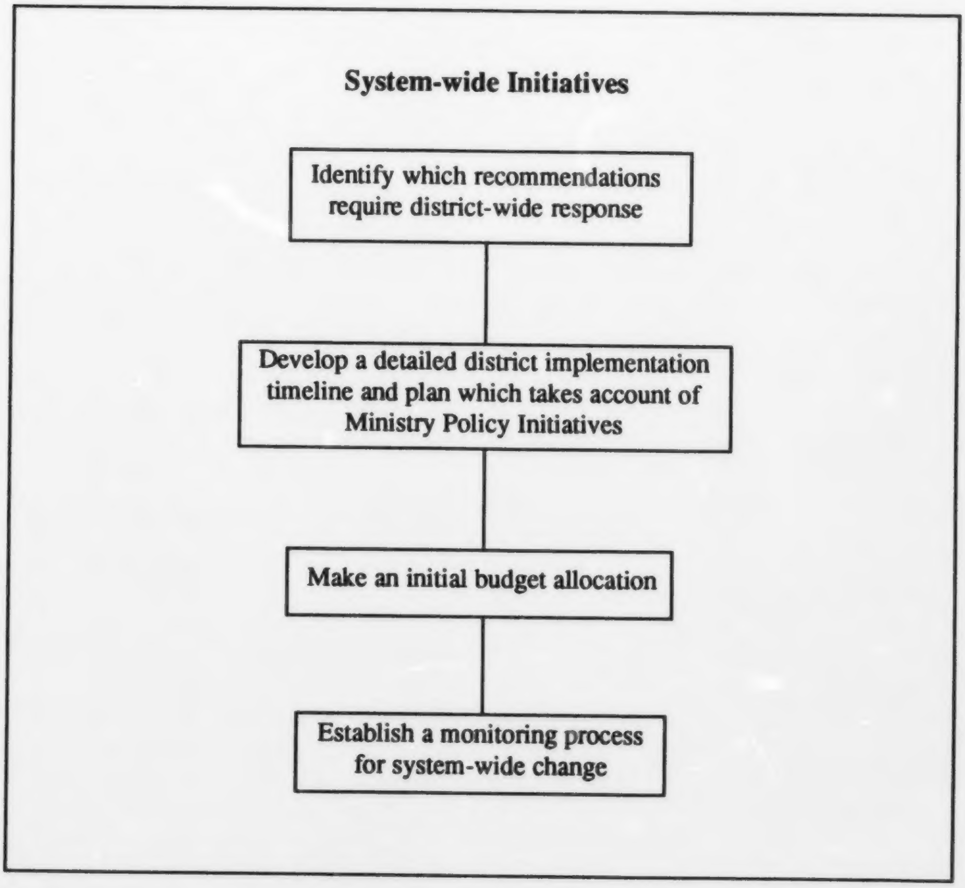

System-wide Initiatives
Identify which recommendations require district-wide response
Develop a detailed district implementation timeline and plan which takes account of Ministry Policy Initiatives
Make an initial budget allocation
Establish a monitoring process for system-wide change

Figure 9
Phase II - System-wide Strategic Planning and Implementation

RECOMMENDATIONS

That the District establish a representative Steering Committee on School Strategic Planning to provide definition to the process of school-based planning and to determine the composition and function of School Planning Committees.

That each School Planning Committee, using the model proposed in Figure 8 and an appropriate needs assessment process, develop short-term and long-term strategic plans which reflect the priorities, values and directions outlined in the Challenge Ahead final report, integrated with provincial initiatives and identified school needs.

That groups of schools continue to meet on a regular basis, not only to articulate plans for meeting school needs but also to address the implementation of the priorities, values and directions outlined in the Challenge Ahead final report and integration of the new provincial education Policy Initiatives.

That the District use the proposed Planning Structure (Figure 6) to develop and implement a short-term and long-term strategic plan reflecting the priorities and values outlined in the Challenge Ahead final report, provincial initiatives and individual school plans.

That the Board of School Trustees delegate to the Superintendent of Schools, the major responsibility for the implementation, monitoring and evaluation of the Challenge Ahead Project recommendations.

CONSIDERATIONS

- **Distribute and study the report.** Following the release of the report by the Board of School Trustees, a public ceremony should be planned to announce the release of the final report. The report should then be made available to internal and external stakeholders for study. Complete copies of the report should be distributed to every school and district workplace, and additional copies made available on request.

  A meeting of members of the Coquitlam Teachers' Association, Coquitlam School Administrators Association and Canadian Union of Public Employees executives should be convened in order to review the Challenge Ahead Report and consider the recommended plan for implementation.

  A certain period of time should be designated to provide opportunity for interested groups to schedule meetings, if necessary, with a resource person to discuss the results of the Challenge Ahead Report and implementation plan.

- **Determine and coordinate timelines.** Timelines for individual schools, groups of schools and system-wide planning initiatives need to be determined and clarified throughout the district.

- **Identify Challenge Ahead Project Resource Persons.** These are persons who will take responsibility for making information about the report available to staff, as well as dealing with questions or concerns arising from the report. Several people familiar with the Challenge Ahead process who are also knowledgeable about strategic planning practices and can be effective as adult educators will be required to assist in the training of others in the system. All schools participating in strategic planning exercises should be encouraged to identify members for their strategic planning committee.

- **Provide training sessions for all concerned.** Training and resource materials will need to be allocated to ensure that those involved in the strategic planning and implementation processes at the school level have a variety of effective strategies and resources from which to draw.

- **Identify system-wide strategic planning issues that require a system-wide response.** System-wide coordination or collaboration should enhance local school changes and also identify other emerging district needs. Some of these issues may require substantial restructuring or reallocation of resources.

- **Develop a detailed implementation plan for system-wide changes.** As issues are identified and recommendations made, priorities must be developed through collaborative decision making and problem-solving.

- **Make an initial budget allocation.** Detailed budget projections must be made for system-wide changes and action taken to address needs. A small number of schools may progress far enough in their strategic planning processes to have specific recommendations for change ready for implementation during the 1990-91 school year. Funds should be allocated to address those needs.

- **Develop a monitoring process for system-wide change.** A monitoring system should be put in place to ensure thatsystem-wide recommendations are effectively implemented, objectively evaluated and revised as appropriate.

"The children and adolescents now in school are the driving force of our society in the year 2000. The problems they face will be of our making, but will be different from the problems we face."

FOR OUR CHILDREN

A FINAL WORD

The Challenge Ahead Project was a collaborative review of this district. The Project enabled staff, students, parents and other members of our community to re-examine our curriculum, programs, services and facilities. We undertook this review to identify our district strengths and weaknesses, with the aim of continuing to ensure quality learning opportunities for all students in our district, now and in the future.

We anticipate that the world of the future will include an expanding information base, new technologies, changing family structures and social perceptions, and a growing concern for our environment. All of these changes will impact on future-oriented curriculum, programs, services and facilities we ought to provide for our children. The recommendations and considerations presented in this report attempt to address these issues.

These recommendations and considerations have evolved from collaborative problem-solving processes and they provide detailed guidance on our priorities for planning and decision making. The active involvement of hundreds of staff and community persons throughout the project has enabled us to develop a vision that is generally supported by the people within this school system. We are encouraged to find that many of our own recommendations and considerations are supported by recent documents such as the new *School Act* and the *Year 2000: A Curriculum and Assessment Framework for the Future.*

We have tried to devise an implementation plan built on the strengths of our district, to support efficient and effective implementation. This is intended to be a "bottom-up" approach to implementation, founded on the commitment of people that are most important in the change process — the school-based personnel dealing with students and members of the community on a daily basis. By relying on their involvement we hope to ensure that local needs are accurately reflected and valued in the implementation process. We hope that schools with unique needs or those experiencing unusual challenges will be able to use our implementation plan just as effectively as others. This "grass-roots" approach also integrates strategic planning into our system at the school level with school-based staff encouraged and supported so that they can develop strategies and skills necessary for their own planning processes.

We recognise that new ideas do not all work equally well; revision and adaption are often necessary to tailor an innovation to fit the specific goals of a school. In the same way, implementation progress has to be evaluated objectively for its benefit to the children in our schools. In this essence, success will hinge on our willingness to abandon those ideas which are not working well for our entire district community.

A timeline that exceeds five years allows plenty of time to identify and allocate resources for implementation. Most of all, this provides time needed to build skills and share expertise. Since some of the recommended changes may require reallocation and reorganization of personnel and plant, that timeline can simplify implementation procedures and minimize disruptions within the system.

The Challenge Ahead Project has consistently demonstrated district commitment to a consultative process that values the input and ideas of staff, parents, students and members of our community. Our plan for implementation continues this commitment and expresses our appreciation and respect for the people who make our school district a source of caring, quality educational services for our community.

Just as we anticipate that our planning goals can be achieved through a continued climate of trust and good faith, so too we are aware that in achieving these goals, special interests must be balanced against the need for consensus and compromise in the best interests of all our children.

We look forward to the challenges ahead.

Challenge Ahead Project Committees
November, 1989

LIST OF RECOMMENDATIONS

CHAPTER 3
Tomorrow's Curriculum

Future Oriented Curriculum

That the District continue to encourage and support the use of cooperative learning strategies in the classrooms across the district. (p. 35)

That the District encourage and support organizational structures within all schools which model cooperative learning, collaborative teaching and decision making. (p.35)

That the District articulate a kindergarten to grade twelve curriculum strand aimed at developing students' understanding, appreciation and practical experiences of democratic rights, responsibilities and processes. (p. 35)

Environmental Education

That the District investigate how Environmental Education issues can be appropriately integrated into the curriculum from kindergarten to grade 12. (p. 36)

Critical Thinking Skills

That the District articulate kindergarten to grade twelve curriculum strands, generic across disciplines and specific within disciplines, for teaching the skills, processes and strategies of critical and creative thinking, decision making and problem-solving. (p.37)

That the District supplement provincial curriculum with its own development of resource materials and staff development support for teaching critical thinking skills, processes and strategies. (p.37)

Contemporary Social Issues

That the District extend existing curriculum which addresses contemporary social issues such as substance abuse, child abuse, racism, gender equity and economic interdependence, and that the content of this contemporary social issues curriculum strand be modified in consultation with parents and a broad base of community expertise and opinion. (p.38)

That the contemporary social issues curriculum strand continue to be taught using critical thinking strategies with age appropriateness as a prime consideration for both content and teaching methodology, and instructional materials that move from those devoid of bias to those which encourage the detection of bias. (p. 38)

That the contemporary social issues curriculum strand continue to be taught, not as an "add-on", but as an integrated component of a reformatted curriculum. (p.38)

Interdisciplinary Studies

That the District encourage the development of interdisciplinary units of study, some of which might be on contemporary social issues and many of which will require teacher teams who cooperatively plan and instruct. (p.39)

That the District continue to employ specialist teachers on the basis of needs identified at the school level. (p.39)

That all teachers, including specialists, be encouraged to work collaboratively on interdisciplinary studies. (p. 39)

Technological Change

That the District establish a process to coordinate the integration of technological innovation into new and existing curriculum areas. (p. 40)

That the District continue to provide adequate funding to advance the use of technology in education. (p.40)

That the District continue to provide adequate training, equipment and resources for district-wide use of technology. (p. 40)

Information Access and Use

That the District continue to ensure a holistic approach to instruction in communications with equal emphasis upon speaking, listening, reading and writing, from kindergarten through grade twelve.(p. 43)

That the District ensure that the widespread use of technological tools for communication and information technology becomes an integral component of the curriculum. (p.43)

That the District create a position of **District Teacher-Librarian Coordinator** who will be responsible for **coordinating** the following services:

- district library program,
- district audio-visual collection,
- library reference services to district teachers,
- library processing,
- library automation process.

(p. 43)

That the District create a position of **District Teacher-Librarian Consultant** to provide consultative services to teacher-librarians. (p. 43)

Optional Programs

That the District continue to offer optional programs and entertain the prospect of offering more, as the need or demand becomes apparent. (p. 44)

That all optional programs be compatible with and address the goals, curriculum, standards and policies of the province and the district. (p. 44)

That within the parameters of appropriate student age and achievement, access to optional programs be universal. (p.44)

That optional programs be integrated into neighbourhood schools with student enrollment numbers appropriately balanced. (p. 44)

French Language Programs

That, in view of existing support and projected demand, the District consider having another French Immersion entry point at grade four, the start of the seven-year sequential program. (p. 46)

Student Assessment and Evaluation

That in light of the number and complexity of policy and curriculum changes at the provincial and local levels, the District reexamine the process of reporting student progress, making it consistent with the intended outcomes of these changes. (p. 48)

That a consistent format for reporting student progress be used across the District at each level of schooling. (p.48)

That, in reporting on student progress, the District continue to promote two-way communication with parents by making use of a variety of formal and informal strategies such as, conferences, telephone calls, visits, notes and anecdotal reports. (p. 48)

CHAPTER 4
Schools as Learning Communities

Employee Groups and District Culture

That the District make deliberate efforts to work with employee groups to develop processes and strategies which will enhance job satisfaction, boost morale and maintain an organizational culture which will support employee involvement, shared decision making and opportunities for personal growth and advancement. (p.54)

That, in the interest of pupil welfare, the District emphasize the importance of school-based decision making, such that policies and procedures reflect this commitment and school-based input is sought whenever policies or issues affect pupils and their schools. (p. 54)

School Administration

That the District enhance leadership and training opportunities for school administrators to take into account the changing role of the school principal. (p. 55)

That the District recognize and support the quality of school administrators by distributing their expertise throughout the schools of the district, taking account of individual growth and career goals as well as the needs of the district. (p. 55)

Hiring and Appointment

That the District continue to work towards a hiring and appointment policy that emphasizes clearly demonstrated qualifications, competence and experience. (p. 56)

Employees of Quality

That the District continue to work towards establishing a climate in which visible minorities and disabled persons are encouraged to apply for positions in the school district. (p. 59)

That the District continue to work towards establishing a climate in which women are encouraged to apply for positions of leadership. (p. 59)

That the District maintain employee records which will provide up-to-date data on employment equity and related staffing issues within the district. (p.59)

Supply and Demand

That the District develop a planning process to identify the short-term and long-term supply of employees required by this district. (p. 61)

That the District investigate the feasibility of establishing a joint teacher internship program with the teacher training institutions. (p.61)

Service Levels

That the District adjust school staffing ratios to support increased time needed for collaborative decision making amongst school staff, district staff, parents and the community at large. (p. 63)

That an annual review process be established to generate delivery options and service levels for special services and programs. (p.63)

Staff Development and Training

That the District continue to fund employee retraining programs and to provide the ongoing support required to assist employees to adjust to significantly changed assignments. (p. 66)

That employees and the employer share responsibility for identifying, planning, and participating in ongoing staff development and training programs designed to develop and extend employee knowledge and skills. (p. 66)

That the employer has responsibility for providing adequate financial, human, and material resources to facilitate ongoing staff development and training programs sponsored by the district. (p. 66)

That the District continue to support individual, school-based, and district-wide staff development and training programs in order to meet the professional and personal needs of employees. (p.66)

That, as outlined in Appendix K, the District consider Option A as an organizational model, with Options B and C as alternatives to facilitate appropriate deployment of resource staff for staff development and training. (p. 66)

CHAPTER 5
Schools as Learning and Living Spaces

Addressing Disparity
That the District review our existing inventory of schools and address shortcomings and disparity in facilities across the district. (p.72)

Classrooms of the Future
That, in reviewing existing facilities and designing new facilities, the District attend to technological and instructional changes which imply improved working conditions, computer space, network access and security. (p. 74)

Winslow Centre
That Winslow Centre be retained at its present location and upgraded to meet space, equipment and facilities needs. (p. 75)

Access for Physically Handicapped
That the District review all facilities to ensure compliance with the handicapped barrier-free standards under Section 3.7 of The National Building Code. (p. 76)

Environmental Concerns
That the District treat facilities-related environmental issues in a sensitive, proactive manner, recognizing the need to exhibit leadership within the district and local communities. (p.76)

Collaborative Facilities Planning Processes
That the District work collaboratively with representatives of the community to identify capital sources of funding in support of more community involvement in education. (p. 79)

That the District continue to present to the Ministry the view that in growth areas, planning and construction must be proactive, based on need forecasts and projected enrollments. (p. 79)

That the District continue to encourage cooperation and collaboration in the planning, design of new facilities, and retrofitting of existing facilities, through joint municipal/school district committees. (p. 80)

Comprehensive Facilities Planning
That the District establish policies and procedures for expansion, consolidation and closing of school facilities in the district. (p. 85)

That the District look upon school closure, not in isolation but as part of a comprehensive district plan for expansion, consolidation and closing of facilities. (p. 85)

That the District ensure that, in the facilities planning processes and in any major facilities changes that include expansion, consolidation or closing of facilities, ample opportunity is provided for input and discussion by all key stakeholder groups. (p. 85)

That, through a comprehensive facilities planning process, the District ensure that facilities are flexible enough to accommodate future program and community needs with associated technological and curricular changes. (p. 85)

That, in order to maintain appropriate distribution of facilities across the district in all district programs, the District develop a long-term plan for location and placement of all optional and special district programs in schools. (p. 85)

CHAPTER 6
Opportunity for All Learners

Early School Leavers

That the District research the factors which precipitate early school leaving amongst our own students with a view to isolating those factors which can be addressed. (p. 93)

That, to enhance retention rates, the District provide students with programs which more closely match their needs and goals. (p. 93)

That the District develop a re-entry process or program into senior secondary to make those years of schooling more accommodating and flexible for students to return to school. (p. 93)

Middle Grade Configurations

That the District reorganize our schools with particular attention given to matching any suggested organization with the developmental stages and pedagogical needs of youngsters, and maximizing student retention in our school system. (p. 99)

That District schools be organized according to the following model:

Elementary School
entry to and including grade five.
Middle School
grades six, seven and eight.
High School
grades nine, ten, eleven and twelve.
Continuing Education
including night school for courses starting at grade nine through to and including a wide range offerings for adult education. (p. 99)

That the District consider the advantages of implementing any change in school organization on a pilot, or area by area basis. (p. 99)

That a review process be put in place to monitor any changes in school organization and that particular attention be given to what goes on within the school organization model to ensure that the developmental stages of children are being addressed, and that the delivery of programs and services are age appropriate. (p.99)

Access to Learning

That the District continue to articulate clear policy and procedures for the education of students with special learning needs, including processes for determining parental involvement, placement and educational program development. (p. 103)

That special programs and services for students with special learning needs be provided in the most enabling environment possible and that for most students, this environment be in regular classrooms in a neighbourhood school for extended periods of time. (p. 103)

That the District develop and deliver a program to sensitize and inform educators and parents of issues and theory relevant to integration of students with special learning needs. (p. 103)

That all teachers and administrators be trained in the necessary skills relating to integration of these students. (p. 103)

That support services continue to follow the student rather than being allocated on a school basis. (p.103)

That the learning of a student with special needs continue to be assessed on the basis of an Individual Educational Plan. (p. 103)

That District consultative processes relevant to students with special learning needs be reviewed to improve coordination and articulation of services to those students. (p.103)

That school-based teams be mandated in every school offering services to students with special learning needs. (p.103)

That the District develop facilities for special needs programs on the basis of need and allocate these strategically throughout the district to ensure accessibility for all. (p. 103)

Diverse Social and Cultural Backgrounds
That all school programs, courses and extra-curricular activities be equally accessible to students of both sexes, all cultural and social backgrounds. (p. 104)

That those disciplines and/or courses traditionally avoided by either girls or boys be examined in terms of ways to make them equally attractive to both sexes. (p. 104)

That the District provide inservice programs for administrators and teachers to raise awareness about practices which are discriminatory and to offer strategies for eliminating such practices. (p. 104)

That the District provide support systems which ensure the successful integration of Native Indian students in our schools. (p. 104)

That the District re-examine the English as a Second Language (ESL) delivery model and curriculum materials to ensure adequate provision for an increasing ESL population. (p. 104)

CHAPTER 7
An Ethic of Caring

School and Community
That the District investigate the effectiveness of the community school concept in further promoting desirable school-community relations. (p. 107)

Parents and Schools
That decisions which affect schools be made at the school level wherever possible. (p. 108)

That the District ensure that planning at the local school level be based as much as possible upon a collaborative model and that input from employees, parents, community and students be sought and valued. (p. 108)

School and Work
That the District continue to support the development and enhancement of high quality career and continuing education programming. (p. 110)

That formal partnerships between the District, schools and specific corporations/organizations be established to include the sharing of expertise, facilities, career information, advanced technology education and vocational training programs. (p. 110)

School Supported Child Care
That the District establish in consultation with the employee groups, a user-pay daycare program for children of district employees. (p. 112)

That there be a special review of preschool/daycare offerings in the schools of this district. (p. 112)

That the District continue to make facilities available for rental/lease by preschool/daycare operators. (p. 112)

That the District advise the appropriate government agencies that the public recognizes a shortage of preschool/daycare offerings in our area. (p. 112)

School and District Communications
That the District develop short-term and long-term communications plans and strategies for implementation. (p. 116)

That responsibility for developing, coordinating and implementing these plans be designated to a communications person with support from a representative group. (p. 116)

Funding
That the District continue to participate actively on provincial and municipal committees, articulate funding concerns and seek Ministry support so that adequate levels of funding may be obtained for the needs of this growing district. (p. 118)

That the District continue to participate in any process involving the allocation of funding in support of Policy Initiatives of the Royal Commission. (p. 118)

CHAPTER 8
Change as a Challenge

Effective Change Management
That the District Planning Structure outlined in Figure 6 along with the Proposed Terms of Reference in Appendix P be implemented to coordinate and monitor district-wide and school-based curricular and program changes, for identifying training and resource needs, to advise on facilities and accommodation issues, and to communicate effectively with our internal and external stakeholders. (p. 126)

That schools develop School Planning Committees to coordinate, monitor and evaluate their change implementation activities and to liaise with the district planning structure. (p. 126)

That, in the early stages of planning, the District seek input from schools as to the feasibility of implementation plans. (p. 126)

That, through consultation with schools, the District provide opportunities for schools to engage in the piloting of major changes and that realistic long-term and short-term plans be made to accommodate such initiatives. (p. 126)

That the District ensure that sufficient resources are allocated annually for anticipated change and effective implementation of change. (p. 126)

That the District communicate regularly to employees, parents and the community the timelines, nature, processes and implications of change, as well as the resources needed for effective implementation of change. (p. 126)

CHAPTER 9
A Recommended Plan for Implementation

That the District establish a representative Steering Committee on School Strategic Planning to provide definition to the process of school-based planning and to determine the composition and function of School Planning Committees. (p. 136)

That each School Planning Committee, using the model proposed in Figure 8 and an appropriate needs assessment process, develop short-term and long-term strategic plans which reflect the priorities, values and directions outlined in the Challenge Ahead final report, integrated with provincial initiatives and identified school needs. (p. 136)

That groups of schools continue to meet on a regular basis, not only to articulate plans for meeting school needs but also to address the implementation of the priorities, values and directions outlined in the Challenge Ahead final report and integration of the new provincial education Policy Initiatives. (p. 136)

That the District use the proposed Planning Structure (Figure 6) to develop and implement a short-term and long-term strategic plan reflecting the priorities and values outlined in the Challenge Ahead final report, provincial initiatives and individual school plans. (p. 136)

That the Board of School Trustees delegate to the Superintendent of Schools, the major responsibility for the implementation, monitoring and evaluation of the Challenge Ahead Project recommendations. (p. 136)

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APPENDICES

APPENDIX - A
A Statement of Purpose: Our Mission
School District No.43 (Coquitlam).

The overall operation of the School District is a coordinated, cooperative endeavour which is most productive when it is guided by a sense of commonly held purposes and beliefs. The following statements of our purposes - ***Our Mission*** - have been derived from the comprehensive needs assessment process which also is the source of our long-range and annual goals.

Our mission is to ensure quality learning opportunities for all students of all ages in our school district.

We are committed to the development of the intellectual, creative, physical, vocational, cultural and social capabilities of our students and to building positive relationships with them.

We are committed to learning and education being lifelong processes.

We affirm that a main goal is to integrate all aspects of education in our community, making our physical and human resources serve the needs of all ages and sectors of our District.

We achieve our purpose through the adoption of imaginative policies by our Board and the cooperative efforts of our staff who pursue excellence through quality curricular and co-curricular programs and services.

We are responsive to the needs of students, community and staff, and are committed to the continuing development of the skills and human potential of all employees.

We aim to provide an environment which encourages innovation, a sense of common purpose, and the utilization of our schools as community resources.

We are committed to increasing the cost-effectiveness of educational programs and district operations through the efficient allocation of limited resources.

By doing these things well, our schools provide quality learning for all students and ensure the support of our community.

APPENDIX - B

Summary Findings of the First Tri-Cities Conference, Towards a Healthy Community: June 2/3, 1989

Many participants appreciated the small-town atmosphere and the natural beauty of the surroundings but the following top needs were identified:

- **Social and educational planning council,**
    - * greater coordination and communication amongst the Tri-Cities,
    - * more proactive planning, advocacy and involvement.

- **Action by local communities on environmental issues such as air andwater quality.**

- **Facilities and services for youth and ongoing youth involvement in needs identification, planning and action.**

- **Family services,**
    - * informal and formal support and services to families, for e.g., pediatric services, childcare and services for increasing voilence in the family.

- **Better local transportation links and improved access for disabled within Tri-Cities.**

- **More affordable housing.**

APPENDIX - C
Terms of Reference for the Challenge Ahead Project Committees

District Services Review Committee

1. To review existing district resource staff organization, roles, responsibilities and services.

2. To review resource staff organization, roles, responsibilities and services in other jurisdictions.

3. To review the role of Winslow Centre in providing services to staffs and schools.

4. To make recommendations by March 1989 which would ensure that our district support services are able to respond to current and changing programs and services now and into the year 2001.

Facilities Committee

1. To examine and report on those areas of future environmental and technological change which will impact on the types of facilities needed.

2. To examine current facilities (in general terms) and determine their utility for current and future program needs.

3. To recommend what renovation, reconstruction, or upgrading of facilities should be undertaken to respond to the future needs.

4. To recommend what consolidation and expansion of facilities should be undertaken to respond to the future needs of our district.

5. To recommend processes for planning, introducing, managing and communicating district-wide changes to facilities to meet future needs.

Management Committee

1. To examine and report on those issues in school and district organization and governance which will impact on the provision and management of programs, services, personnel and facilities for the future needs of this district.

2. To make recommendations on future school organization.

3. To review, in light of future trends, levels of funding needed to provide for anticipated district-wide changes in programs, services, personnel and facilities.

4. To formulate cooperative strategies and structures for enhancing communication within the district and between this district and its publics.

Personnel/Human Resources Committee

1. To clarify the role of human resources in meeting the current and changing programs and services of the school district.

2. To enhance ongoing development of all employees.

3. To facilitate retraining and deployment of existing employees.

4. To facilitate selection, orientation, and assignment of employees.

5. To facilitate retention of quality employees.

6. To facilitate a recruitment process which meets the supply and demand needs of this district.

7. To promote gender and ethnic representation in personnel decisions.

8. To articulate the service levels required within this school district in order to provide the very best education for students in the district.

Programs and Services Committee

1. To recommend, in response to future needs of our school population, how existing programs and services may be improved or changed and what new programs and services may be designed.

2. To examine and report on those areas of future societal and technological change which have significant impact on provision of programs and services for our school population.

3. To recommend strategies for smoothly introducing, managing, monitoring and evaluating anticipated district-wide changes to programs and services.

APPENDIX - D
The Challenge Ahead Submissions List

	SUBMITTED BY	SUBJECT	DATE:
1.	Consultative Staff Winslow Centre	District Services Review	88/12/13
2.	Giles, Judith E. Montgomery Jr.Secondary	Miscellaneous	88/12/12
3.	Doberer, Bev Coronation Park	Audio Visual materials	88/12/12
4.	Doberer, Bev	Student Services & Life Skills	88/12/12
5.	Staff- Porter Elementary (Douglas, Daphne)	District Services Review	88/12/14
6.	Longstaff, George Prog. Cord. Physical & Health Education	District Services Review	88/12/16
7.	Coquitlam Teachers' Assocn. (Multicultural Com.) (Lombardi, Mike)	Multicultural Education	88/12/14
8.	Johrden, Heike Winslow Centre	District Services Review	88/12/09
9.	Coq. Chap.B.C. Teacher-Librarian Assocn. (Bens, Shirley)	Library Programs	88/12/16
10.	Daneault, Lionel Coord. Languages, Winslow Centre	District Services Review	88/12/12
11.	Consultative Staff, Winslow Centre (Hardin, Ross)	District Services Review	88/12/15
12.	Hardin,Ross Health, Winslow Centre	District Resource Staff Organization & Services	88/12/06
13.	Bradley, Gary Montgomery Jnr. Secondary	Submission from Math Department	89/01/04
14.	Drummond, Bob Winslow Centre	Career Preparation Programs and Services	88/12/15
15.	Ledlin, Neva Port Coquitlam	Pre-School years	88/12/12

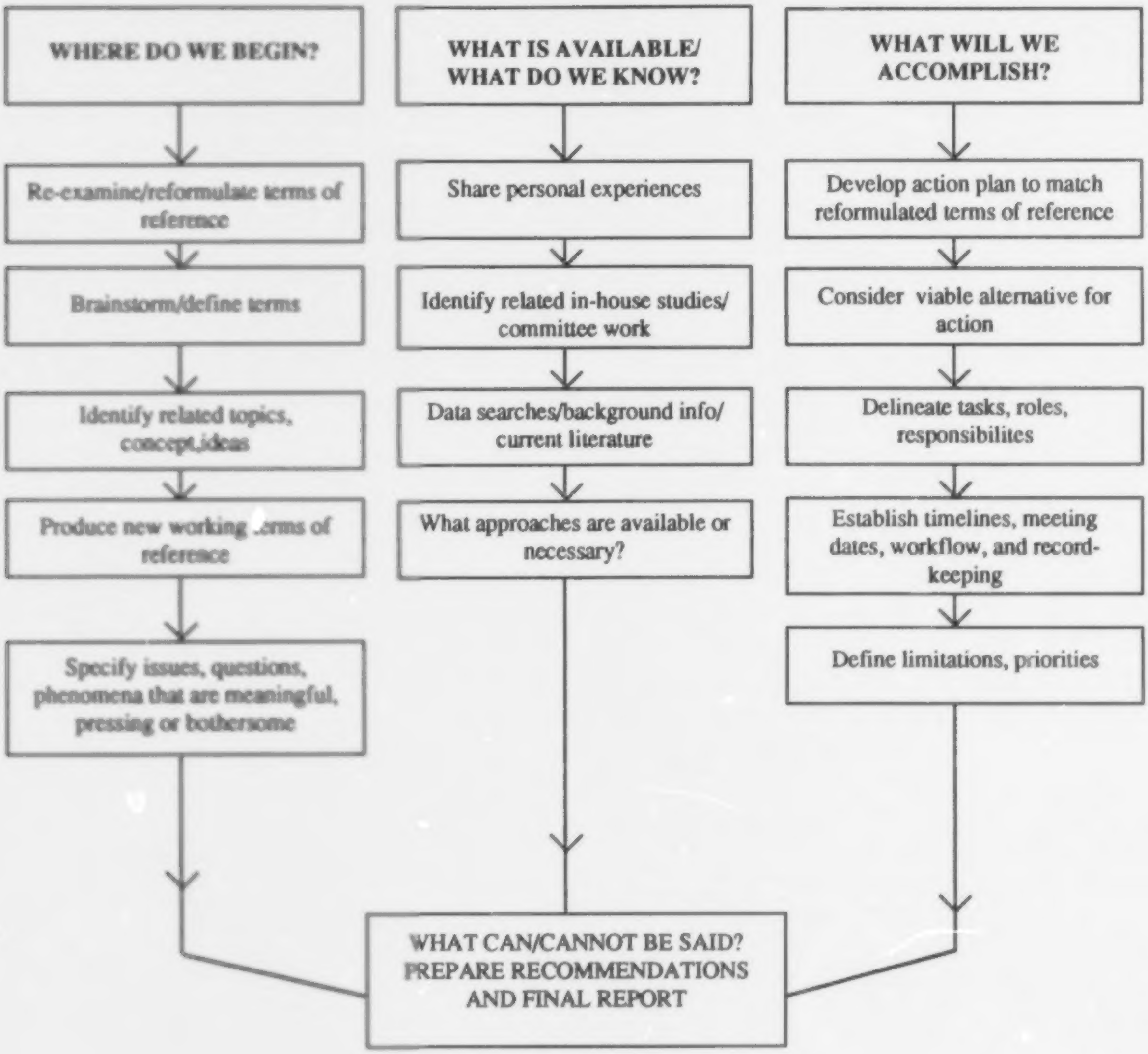
16.	Gartland, Patricia Advisory Committee	French Language Programs Superintendent's French	88/12/02
17.	Meronuk, Dana & Moody Junior Secondary	Secondary School Dropouts Dimond, Roy	88/09
18.	Bell, John Hospital/Homebound Teacher	Hospital Programs	88/09/15
19.	McNally, Gregory Mountain Meadows Elem.	Educational Leave & M.O.E. 5 year projections for Coquitlam	88/09/20
20.	Consultative Staff Winslow Centre	District Services Review - Information Gathering	88/09
21.	Henrichsen, J.S. Vice-principal Maillard Jnr. Secondary	Technological change and upgrading	88/12/15
22.	Otto, Donna Viscount Alexander Elem.	Music Education	88/09
23.	Elliott, Pat Elementary Program Coordinator	Affective Education - Social Development	89/02/03
24.	Haberger, Sue. Centennial Snr. Secondary	French Immersion/Second Language Programs	89/02/03
25.	Napper, Peter Curriculum/Instruction Consultant	District Services Review	89/02/03
26.	Hagen, Suzanne Montgomery Jnr. Secondary	Counselling	89/02/03
27.	Franz, Margaret Mary Hill Parent/teacher Assocn.	The Community School option	89/02/03
28.	Special Education Teacher	Moderately/Mildly Mentally Handicapped	89/02/03
29.	McNabb, Ray	Area Counselling (Services)	89/02/03
30.	Coquitlam Teachers' Assocn. (Mike Lombardi)	District Services Review	89/02/03
31.	Dimond,Roy Step Up Moody Jnr. Seccondary	Programs and Services	89/02/03
32.	Terada, N. Maryhill Jnr.Secondary	Programs & Services, Facilities and Management of Jnr-Sec. Schools	89/02/03
33.	French, Paddy	Holistic Education	89/02/03
34.	Lombardi, Mike Teacher	Professional Development	89/02/03

35.	Elementary Principal	Professional Development/District Staff	89/02/03
36.	Pritchard, Sylvia	Middle Schools	89/02/03
37	Beutler, Gracen Port Moody teacher	Amalgamation of Junior & Senior Secondary Schools	89/02/08
38.	Damon, Caroline Teacher & Parent	Junior/Secondary School structure	89/02/05
39.	Binns, Doug Teacher- Mary Hill Jnr. Sec.	Technology/Business & Athletics	89/02/09
40.	Teacher-Librarian	Library Programs & Services	89/02/13
41.	Program Cadre Francais (Letemplier, Agathe Simard)	French Community Schools Presented at Public Meeting - Feb.21/89	89/02/21
42.	Learning Disabilities Assocn. of British Columbia (Cog. Chapter) Howitt, Marti	Learning Disabilities. Presented at Public Meeting - Feb. 21/89	89/02/21
43.	Special Education L.S.A. (Woodward, Diane)	Special Education. Presented at Public Meeting - Feb.21/89	89/02/21
44.	Tinck, Fred Lincoln Elementary	Personnel/Miscellaneous	89/02/15
45.	Sayers, Mike Parkland Elementary	Case study of Early French Immersion Program, 1968 - 1988	89/02/15
46.	Coquitlam Kindergarten Teachers' Association	Kindergarten Program (Beginning Primary)	89/02/22
47.	Smith, L.A.	Creativity	89/02/17
48.	Williamson, R. George Pearkes Jnr. Sec.	Technology Education	89/02/21
49.	Clay, Gordon Meadowbrook Elementary	Programs	89/02/20
50.	Petrie, Doreen	Health, Fitness and P.E. Programs	89/02/18
51.	Bradley, Gary Montgomery Jnr. Secondary	Programs & Services - Structure of Schools	89/02/28
52.	McDougall, Armida Ranch Park Elementary	Programs & Services - Arts- music,painting, etc.	89/02/28
53.	Murphy, Cynthia Speech Pathologist,	Special or Support Services	89/02/28
54.	Meronuk, Dave Moody Jnr. Secondary	The Structure of Schools in Coquitlam	89/02/28
55.	Counsellors Challenge Ahead Committee	Counselling services for Elementary Children	89/03/01
56.	Gopaul, Harold Port Moody Snr. Secondary	Responses to Questions from #1 Newsletter	89/03/01

57.	Coquitlam Teachers' Assocn. (Lombardi, Mike)	Brief on Management, Facilities, Programs Services and Personnel	89/03/06
58.	Coq. Montessori Society	Montessori Alternate Program	89/03/02
59.	Ling, Janice Parkland Elementary	A Fourth Late Immersion Program; Administrative Training	89/03/02
60.	Anonymous (1) Parent of Primary Child	The Average Typical Child.	89/03/03
61.	Anonymous (2) Positive Action Program	Gifted/Talented Program;	89/03/03
62.	Seeley, Joyce Speech Pathologist	Speech-Language Support Services	89/03/03
63.	Special Educators' L.S.A.	Need for Student Services Resource Teacher	89/03/06
64.	Bishop, Kathy Kilmer Elementary	Mathematics Program	89/03/06
65.	Coquitlam Teachers' Assocn. Status of Women Carlson, Debbie (Chair)	Brief on Management, Personnel, Program & Services, and Facilities	89/03/06
66.	Coquitlam Teachers' Assocn. Task Force (Lombardi, Mike)	French Immersion Issues	89/03/06
67.	Taylor, Debbie Performance Enhancement Consultant	Life Skills Curriculum	89/03/06
68.	Seeley, Joyce. Speech Pathologist	Restructuring of Speech/Language Program Support Services	89/03/16
69.	Harry, Lorne. Head Teacher Ioco School	Ioco School: The Future	89/03/16
70.	Coquitlam English Teachers' Association	English Language Programs & Services	89/03/15
71.	District Staff, Winslow Centre (Heike Johrden)	Specialist Teachers in S.D.#43	89/03/14
72.	Longstaff, George. Coord.inator Phys. & Health Education	Wellness Program	89/03/10
73.	Choi, Marcia	Speech/Language Support Services	89/03/13
74.	Parent Advocacy Committe for Options in Education	Special Needs/Integration	89/03/13
75.	Business Education LSA Coquitlam (Caroline Damon Pres.)	Business Education Programs	89/03/13

76.	Coquitlam Teachers' Assocn. (Lombardi,Mike)	Educational Change: Dual Entry to Kindergarten	89/03/07
77.	Seiben, Gerry, Vice-principal, Hastings Jnr. Secondary	School Organization and Management	89/03/10
78.	Jones, Lynn	School Organization	89/03/07
79.	Kaempffer, Lynne	Special Needs Children	89/03/07
80.	Glenn, Judy	Special Needs/Segregated Schools	89/03/07
81.	Doberer, Beverly & Bennett, Gary. Coronation Park Elementary	Skill Development Programs	89/03/08
82.	Coq. Chap. B.C. Teacher-Librarians. (Bens, Shirley)	Extensive reports on Programs & Services, Facilities, Personnel and Managment. Winslow Centre Update	89/03/10
83.	Terry Fox Snr.Secondary Buckley, W.G (Principal)	School Organization & Requirement	89/03/29
84.	Simon Fraser Society for Mentally Handicapped (Miller, Lynda)	Development of Integrated Services for Mentally Handicapped	89/03/21
85.	Stewart, Barbara M Speech/Lang. Pathologist	Speech/Language Pathology Services	89/03/23
86.	C.A.B.E. (Hill, Lynn) for Pregnant or Parenting Teens	Proposal for Academic/Lifeskills Program	89/04/07
87.	Davis, Ms. Pamela Speech/Lang. Pathologist	Speech/Language Services	89/03/22
88.	Gifted Children's Assocn., Coquitlam Chapter (Rosborough, J.,Chairman)	Programs & Services for Gifted Children	89/04/07
89.	Fraser, Jean	Alcohol/Drug Education, Jnr. Sec. Level	89/04/20

APPENDIX - E
A Guide to Challenge Ahead Committee Deliberations


WHERE DO WE BEGIN?
Re-examine/reformulate terms of reference
Brainstorm/define terms
Identify related topics, concept,ideas
Produce new working terms of reference
Specify issues, questions, phenomena that are meaningful, pressing or bothersome
WHAT IS AVAILABLE/ WHAT DO WE KNOW?
Share personal experiences
Identify related in-house studies/ committee work
Data searches/background info/ current literature
What approaches are available or necessary?
WHAT WILL WE ACCOMPLISH?
Develop action plan to match reformulated terms of reference
Consider viable alternative for action
Delineate tasks, roles, responsibilites
Establish timelines, meeting dates, workflow, and record-keeping
Define limitations, priorities
WHAT CAN/CANNOT BE SAID? PREPARE RECOMMENDATIONS AND FINAL REPORT

APPENDIX - F

Five-Year Plan for Technological Change in School District No.43 (Coquitlam)

Activity Area	1987-88	1988-89	1989-90	1990-91	1991-92	PRODUCT OR OUTCOMES
INSTRUCTIONAL USES 1. Elementary	Hardware and Software (Apple or Commodore) Replacement (25%)	Hardware and Software (Apple or Commodore) Replacement	Hardware and Software (Apple or Commodore) Replacement	Hardware and Software (Apple or Commodore) Replacement	Hardware and Software (Apple or Commodore) Replacement	- L.A. Needs met - 1.5 Computers/classroom - or 1 computer/ 15 students - School-based Software for Logo, Word Processing and CAI in selected areas.
2. Secondary	Hardware and Software (IBM or Apple) Uplift to Sr.	Hardware and Software (IBM or Apple) Replacement	Hardware and Software (IBM or Apple) Replacement (25%)	Hardware and Software (Apple or IBM) Replacement	Hardware and Software (Apple or IBM) Replacement	- Allocations to speciality areas - L.A. Needs met - Minimum of 3 Labs/Sc. Comp.Sc. (IBM) Bus.Ed. (IBM) Gel. Access (IBM or Apple). - Minimum of 2 Labs/Jsr. Comp. Sc. (Apple GS) Bus. Ed. (IBM) - Minimum of 1 network per school.
ADMINISTRATIVE USES 3. Elementary	Apple School Office Pilot	MS-DOS (PC) unit in 25% of schools (Admin. use) PC Unit in 25% of schools (library use)	MS-DOS (PC) Unit in 25% of schools (Admin. use. PC Unit in 25% of schools (Library use)	MS-DOS (PC) in 25% of schools (Admin. use) PC Unit in 25% of schools (Library use)	MS-DOS (PC) in 25% of schools (Admin. use) PC Unit in 25% of schools (Library use)	- Correspondence, class lists, Ministry and District Forms on disks, Accounting. - Networked to Board Office and other schools.
4. Secondary	1 IBM Unit to 50% of schools (Admin. use)	IBM Unit to 50% of schools (Admin use) 11 Terminals to Couns'lrs IBM in 50% of schools (Library use)	11 Terminals to Counsellors IBM in 50% of schools (Library use)	10 Terminals - Counsellors	10 Terminals - Counsellors	- Stand alone capabilities for word processing accounting and spread sheets. - Libraries automated - inventory and circulation.
5. District Office	Vax upgrade 6 IBM Stations User support	Financial Man. Software Vax Upgrade 6 IBM Stations User Support Network with schools	Financial Man. Software Vax Upgrade User Support Network with schools 6 IBM Stations	Replacement/Upgrade Vax Upgrade User Support Networking with schools. 6 IBM Stations	Replacement/Upgrade Vax Upgrade User Support Networking with schools	- all schools networked - Improved user response time - Connect all Secondary Counsellors to mainframe - Improved budget feedback - Electronic mail to schools
6. Winslow	A.V. Loan Automation Lending Library 1 IBM Station Consulted-Repairs	Lending Library 1 IBM Station Technician Optical Scanner	Lending Library 1 IBM Station Technician Optical Scanner	Lending Library 1 IBM Station Technicians	Lending Library 1 IBM Station Technicians	- AV loans automated and networked with schools - Word Processing capabilities at 5 stations - Technician for repairs and service - Scanning for questionnaires and standardized tests
INSERVICE PLANS 7. Elementary	Comprehensive Programs	Focus on integration in class and class management	Focus on integration in class and class management	Focus on integration in class and class management	Focus on integration in class and class management	- Teachers computer "Aware" - Teachers use computer for CAI and classroom management.
8. Secondary	Comprehensive Program	Focus on integration in class, class management and networking school counsellors	Focus on integration in class, class management and networking school counsellors	Focus on integration in class, class management and networking school counsellors	Focus on integration in class, class management and networking school counsellors	- Teachers computer "Aware" - Teachers use computer for CAI and classroom management
9. Non-Teaching	Elementary Apple Pilot Secondary Vax Secondary IBM Winslow Vax Inservice	Elementary IBM Secondary IBM Board Office Winslow Vax Inservice	Elementary IBM Secondary IBM Board Office Winslow Vax Inservice	Elementary IBM Secondary IBM Board Office Winslow Vax Inservice	Elem. IBM Sec. IBM Board Office Winslow Vax Inservice	- Secretaries with access to a station are familiar with machine and software packages - Vax operation and upgrading monitored

APPENDIX - G

District Services Review Questionnaire

School Disitrict No.43 (Coquitlam)

As part of the District Challenge Ahead Project, many areas of the school system are under review. This questionnaire focuses on the review of District Staff Organization and Winslow Centre.

What is your *main* area of professional responsibility:

a) Primary Teacher ___
b) Intermediate Teacher ___
c) Junior Secondary Teacher ___
d) Senior Secondary Teacher ___
e) Teacher-Librarian ___
f) Elementary Administrator ___
g) Secondary Administrator ___
h) District Staff ___
i) Elementary Dept. Head ___
j) Secondary Dept. Head ___

Curriculum and Staff Development

1. Please rate the following factors as they *presently assist* teachers with curriculum implementation:

	Not At All 1	2	3	4	A Great Deal 5	No Opinion 6
a) Release time for workshops, classroom visitations, etc.						
b) Release time for practical planning.						
c) District workshops						
d) Demonstration lessons.						
e) Grade level/department meetings.						
f) Resource staff assistance.						
g) Teacher discussion time/problem solving						
h) Access to materials.						
i) District-wide PRO-D Day(s).						

Comments/Recommendations:____

____

2. Please rate the following factors as they *presently hinder* teachers with curriculum implementation.

	Not At All 1	2	3	4	A Great Deal 5	No Opinion 6
a) Insufficient release time for workshops, classroom visitations, etc.						
b) Insufficient release time for practical planning.						
c) Too many curricula being implemented at one time.						
d) Insufficient materials.						
e) Location of inservice sessions.						
f) Time scheduling of inservice sessions.						
g) Number and type of inserviced sessions.						

Comments/Recommendations:____

3. We recognize that the rate of newly mandated curriculum implementation has created pressures for teachers in past years. How would you suggest we approach/tackle this problem?

4. Please rate the services offered by District Staff in:

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Curriculum implementation.						
b) Personal growth.						
c) Instruction strategies.						
d) Classroom management.						
e) Teaching innovations.						
f) A specialist area.						
g) Technological change.						

Comments/Recommendations:

5. The role of District Staff should be to:

	Strongly disagree 1	2	3	4	Strongly agree 5	No Opinion 6
a) Provide instructional methods						
b) Assist with curriculum implementation						
c) Work with beginning teachers.						
d) Work with teachers in classes.						
e) Provide resource based information.						
f) Provide "hands on" workshops.						
g) Assist in implementing technological change						
h) Provide materials and resources						
i) Offer school-based consultation, as needed						

Comments/Recommendations;

6. District Staff Positions should be:

	Strongly disagree 1	2	3	4	Strongly agree 5	No Opinion 6
a) Long-term (3 years) coordinating positions.						
b) Short-term (1-2 years) consulting positions.						
c) Flexible (less than 1 year) positions.						
d) Combination of a), b) and c).						
e) Renewable after term.						

Comments/Recommendations;

7. District Staff Personnel should be:

	Strongly disagree 1	2	3	4	Strongly agree 5	No Opinion 6
a) Subject specialists at the appropriate level.						
b) Instructional specialists at the appropriate level.						
c) Combination of two a) and b).						

Comments/Recommendations:____

____

8. Looking at upcoming needs in the next decade, my colleagues will require service in the following areas in order to be effective as teachers:

	Strongly disagree 1	2	3	4	Strongly agree 5	No Opinion 6
a) Technolical change - computer - A.V. - electronic transfer of information.						
b) Professional counselling.						
c) Personnel counselling						
d) Counselling children.						
e) Counselling parents.						
f) Promotion of lifelong learning.						
g) Teaching of interdisciplinary learning.						
h) Discipline techniques.						
i) Student assessment techniques.						
j) Cooperative and social learning.						
k) Teaching ***how*** to acquire knowledge process.						
l) Teaching "needs-based groups of children.						
m) Teaching multi-age groups of children.						

Comments/Recommendations:____

____

Library Services

9. Please rate the library support services provided to teachers at the District level.

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Availability of A.V. materials for professional purposes.						
b) Quality/relevancy of A.V. materials for professional purposes.						
c) Quality/relevancy of professional library materials.						
d) Availability of a reference Librarian's service to teachers.						
e) Efficiency of professional journal distribution services.						
f) Quality and quantity of professional journals.						

Comments/Recommendations;____

____

10. In your opinion, should these services be provided at the District level in the future?

	Yes 1	No 2	No Opinion 3
a) A.V. materials for professional purposes.			
b) Professional library materials.			
c) Reference librarian's service to teachers.			
d) Professional journal distribution services.			
e) CD-ROM indexing.			
f) On-line A.V./book reservations.			
g) Electronic mail services.			

Comments/Recommendations;____

____

11. Please rate each of the library support services provided at the District level.

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Ordering school library materials.						
b) Cataloguing school library materials.						
c) Physical preparation of school library materials (e.g. laminate dust jackets, label, supply cards, pockets, etc.)						
d) Processing library rebinds for schools.						
e) Circulation of travelling fiction collection to schools						
f) Converting existing data to support school library computer systems.						
g) Professional consultancy to teacher-librarians.						

Comments/Recommendations:______________________________________

____

12. In your opinion, should the following services be provided at the District level in the future?

	Yes 1	No 2	No Opinion 3
a) Ordering school library materials.			
b) Cataloguing school library materials.			
c) Physical preparation of school library materials (e.g. laminate dust jackets, label, supply cards, pockets, etc.)			
d) Processing library rebinds for schools.			
e) Circulation of travelling fiction collection to schools			
f) Converting existing data to support school library computer systems.			
g) Professional consultancy to teacher-librarians.			

Comments/Recommendations:______________________________________

____

Material Resources

13. Please rate the level of satisfaction of the following material resources at Winslow Centre.

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Computer Software.						
b) Outdoor Education Equipment.						
c) A.V. Equipment.						
d) Self-help A.V. Equipment.						
e) Handouts in subject areas.						
f) Frequency of the delivery system.						
g) Length of period loan.						

Comments/Recommendations:____

____

Personnel

14. Please rate the quality of service of District Staff (Coordinators, Consultants, Helping Teachers) in terms of:

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Frequency of school visitation.						
b) Individual consultation.						
c) District workshop/inservice.						
d) School-based workshops/demonstrations.						
e) Materials provided.						
f Accessibility.						

Comments/Recommendations:____

____

15. Please rate the quality of service of District Support Staff (C.U.P.E. technicians, media resource, etc.,) in terms of:

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Frequency of school visitation.						
b) Individual consultation.						
c) District workshop/inservice.						
d) School-based workshops/demonstrations.						
e) Materials provided.						
f Accessibility.						

Comments/Recommendations:____

____

16. Do you think additional assistance should be provided in terms of:

a) District staff (Coordinators, consultants, helping teachers) Yes ___ No ___

b) District Support (C.U.P.E. technicians, media resources) Yes ___ No ___

Comments/Recommendations:____

____

Facilities

17. Please rate the following aspects of Winslow Centre:

	Poor 1	2	3	4	Excellent 5	No Opinion 6
a) Location						
b) Outside and inside appearance.						
c) Adequate parking.						
d) Hours of operation.						
e) Phone system.						
f) Efficiency of messages conveyed to Winslow Centre Staff.						
g) Meeting rooms.						
h) Refreshments for meetings.						

Comments/Recommendations:____

____

18. Do you think there should be expanded use of Winslow Centre in the following areas:

	Yes 1	No 2	No Opinion 3
a) Social.			
b) Recreational.			
c) Fitness.			

Comments/Recommendations:____

____

____

____

Thank you for taking time to complete the questionnaire. Please return to:

Tom Harris, Project Coordinator
Challenge Ahead Project
School District Office #99

APPENDIX - H

Designing School-based Implementation

A school-based implementation plan has four major steps:

1. *Cooperatively Designing the Plan*
2. *Using and Modifying the Plan*
3. *Reflecting on the Usefulness of the Plan*
4. *Follow-up and Coaching*

Cooperatively Designing a School Plan

After inservice, under the leadership of the principal:

- clarify learnings from the inservice sessions;
- clarify roles and responsibilities of teachers, principal, consultants, supervisors and area superintendent;
- determine facilities, equipment, other resources and budget needs;
- reach agreement on a school-based timeline that will fit within the time schedule provided by the Implementation Team;
- agree on a plan to implement the curriculum; and
- make sure that all participants know what data is to be collected, who collects each set of data and how it is to be used.

Using and Modifying the Plan

Within the timelines established, the principal/department head will:

- identify, with each teacher, present placement on levels-of-use chart;
- negotiate with each teacher to set realistic goals for growth over six months or one year;
- aid each teacher in locating resources to meet these goals;
- carry out classroom observations (using a wide variety of techniques) and follow-up conferences as needed;
- provide ongoing information to staff members for encouragement and guidance;
- conduct meetings with all staff involved in implementation to share learnings and concerns;
- allocate time for further inservice where necessary;
- use resources in neighbouring schools when appropriate;
- identify, with each teacher, growth on levels-of-use chart at the end of the time period and set new objectives.

Follow-up and Coaching

A critical feature of change implementation cycles is the need for ongoing encouragement and support for practitioners. A collaborative team-based approach prompts reflection and can effectively provide coaching and support for practitioners.

APPENDIX - I
Implementation Check List - District Level

Stage	Activity	Comments
1. Planning:	Committee Established	
	Changes Clarified	
	Resource Needs Identified	
	Budget Established	
	Timeline Developed	
2. Orientation:	Awareness Sessions for Principals and Department Heads	
	Awareness Sessions for Teachers	
	Inservice Needs Determined	
	Delivery Models Selected	
	Timelines Confirmed	
3. Inservice:	School Contacts Identified	
	Inservice Program Developed	
	Inservice Delivered	
	Inservice Monitored and Modified	
4. Follow-up:	Information to be collected determined	
	Methods of data collection determined	
	Interpretation and feedback completed	
	Strengths and weaknesses determined	
	Needs and direction for follow-up determined	
	Follow-up plans implemented	

APPENDIX - J

Implementation Check List - School Level

Stage	Activity	Comments
1. Orientation:	Awareness of Change Implications of Change	
2. Planning:	Tie-ins to School Goals Contact Person Identified Resource Needs Determined • inservice • textbooks • maniputatives • audio-visual • equipment	
3. Inservice:	Needs Clarified Plan Developed Timeline Confirmed Support Team in Place Resources Ordered Inservice Completed	
4. Follow-up:	Ongoing Articulation Among Team Needs Reviewed Strengths and Weaknesses identified Follow-up Plans Activated	

APPENDIX - K

Options for Organization of Resource Staff, School District No.43 (Coquitlam)

Option A

Coordinator - School-based Staff Development
Coordinator - Curriculum Implementation K-12

Consultants - Primary (2)
- Intermediate (2)
- Secondary

Coordinators	Consultants
Computer Technology	Computer
Career Ed./Technical Ed.	(Project Consultant for Bus.Ed.90/91)
Languages	ESL/other languages
	French Immersion/FSL
Visual Arts	
Performing Arts	
Library	Teacher Librarian
Life Skills	P.E./Health
Student Services - elementary	Gifted
	Learning Assistance
Student Services - secondary	Learning Disabled
	Mentally Handicapped

Option B

Coordinator - School-based Staff Development
Coordinator - Curriculum Implementation K-12

Consultants - Primary (2)
- Intermediate (2)
- Secondary

Coordinators	Consultants
Computer Technology	Computer
Career Ed./Technical Ed.	(Project Consultant for Bus.Ed.90/91)

Languages	French Immersion/FSL
Visual Arts	
Performing Arts	
Library	
Life Skills	P.E./Health
Student Services - elementary	Gifted
Student Services - secondary	Learning Assistance
	Learning Disabled

Option C

Coordinator - School-based Staff Development and Curriculum Implementation K-12

Consultants - Primary (2)
- Intermediate (2)
- Secondary

Coordinators	**Consultants**
Computer Technology	Computer
Career Ed./Technical Ed.	(Project Consultant for Bus.Ed.90/91)
Languages	French Immersion/FSL
Visual Arts	
Performing Arts	
Library	
Life Skills	P.E./Health
Student Services - elementary	Gifted
Student Services - secondary	Learning Assistance

APPENDIX - L
Challenge Facilities Survey of School Principals

What are the essential changes to your facility that would be required to improve your school, to meet current program needs?

What changes or improvements would be required to grounds to better serve school and/or community needs?

What modifications or renovations to your facility might be necessary over the next decade to accommodate future program needs as you understand them?

What type of modifications would be required now and in the future to support special services/itinerant personnel (for example, ESL, Hearing Impaired, Speech and Language Pathologist, Audiologist, etc.)?

What type of modification is required for other Support Staff (for example, Teacher Assistant, Secretary, Caretaker, Volunteer Parents, etc.)?

Considering the value of your facility and the equipment within, do you feel your school is designed sufficiently to provide appropriate security? Why?

What comments do you have regarding the need or availability of storage space in your facility.

Are there any other areas of concerns you feel should be addressed?

APPENDIX - M

Plan For Assessing Need for Employer Supported Child Care

1. "Talk back" or quality circles to gather input on an informal basis.

2. Task force of selected representatives from management and labor to deal specifically with child and family issues.

3. Data collection:

   - Review documentation on characteristics of work force in terms of age, marital and family status, sick leave, retention and absenteeism

   - Survey employees on current child care arrangements; type of care, full/part-time, impact of care on job performance, problems with care and ways in which employer could be supportive of child care issues

4. The report/the plan:

   - Profile of the work force
   - Nature and extent of child care related issues
   - Most pressing child care problem(s)
   - Possible solutions:
     - pros and cons
     - priorities
   - Goal
   - Implementation strategy:
     - timeline
     - budget
     - personnel implications
     - space implications
   - Monitoring/evaluation procedures

Source: *Goelman and Pence (1989)*
Child Care Policy for Corporations

APPENDIX - N
School Closures Policy Statement
School District No. 43 (Coquitlam)

V-28, P.46,47
V-29, P. 2, 12

SCHOOL CLOSURES

Rationale:

The Board of School Trustees believes that one of its major responsibilities is to strive to provide school facilities throughout the district that will allow for operational efficiency and program effectiveness for all pupils. In keeping with the intent of its philosophies, objectives and major responsibilities, it may from time to time have to consider consolidation or closure of schools.

Policy:

The Board will receive, as a committee-on-the-whole, by its last meeting in November, data pertinent to the educational and economic impact of declining and/or shifting enrollment on the organization of the schools. Should the data indicate an area to be studied for re-organization, the Board will initiate a process of discussion and consultation with parents, staff and the community not later than January 15th in accordance with the attached regulations. The Board will then make a decision on the re-organization of schools based on the preceding process by March 1st so that any school closure necessary would be effective June 30th that same year.

1987-01-27 11-C-27

APPENDIX - O
School Closures Regulations
School District No. 43 (Coquitlam)

Re School Board Policy
Page: 11-C-27 Date: 1985-12-10

==

School Closures

1. Administration will recommend annually to the Board at the last meeting in November schools for closure based upon the following criterion:

> A school is operating at less than 50% of pupil capacity as established by the Ministry of Education, or a school, because of age, location or operational costs can be closed and students accommodated in an appropriate environment or because the cumulative pupil capacity within an area is less than 65% of Ministry capacity.

Administration, in making a closure recommendation, will assess the following factors:

i) Students will suffer no decline in program diversity or educational experience.

ii) Safety of access for students being relocated.

iii) Class Size.

iv) Accommodation and suitability of program offerings available in nearby schools.

v) Pupil decline will continue.

vi) Age and operation and maintenance costs of the facility.

vii) Alternate potential uses of a facility could create additional revenue for the district or could improve community services.

viii) The parental and community support of the school.

APPENDIX - O (Cont'd.)

In making its decision, the Board shall consider only the aforementioned factors.

2. The Board will consider the information provided by administration and either,

   - conclude that no action or further study is required, or

   - instigate discussion and consultation with parents, staff and the community.

   Discussion and consultation must be initiated by January 15th and concluded not later than March 1st and will include:

   i) advertising a public meeting or meetings in the school district to explain the proposed re-organization and invite interested members of the public to submit their suggestions to the Board,

   ii) one or more circulars to employees and an invitation to the C.T.A. and Local 561, CUPE, for their input.

   iii) one or more circulars to parent committees, the PTA Council, concerned parent groups, the municipal councils in the district.

3. By March 1st, the Board will consider the information received and decide if a facility is to be closed or re-organized on June 30th of the same year or the following September.

4. Permission of the Minister of Education to close the facility shall be requested (see Ministry Information Circular 03/83-05-05).

5. The alternate use of a closed facility will be considered in accordance with Board Policy 1V-D-26 - Use of Surplus Facilities.

APPENDIX - P
District Planning Structure
Proposed Terms of Reference

1. Superintendent's Planning Advisory Committee

Membership:
The Committee would be representative of employee groups and other key stakeholders in our community.

Terms of Reference:
These would include acting in an advisory capacity to the Superintendent of Schools with sub-activities such as the following:

- receiving, discussing and advising on plans and proposals re: educational issues and proposed changes;
- aiding in the defining of educational issues and advising on means of solution;
- advising on the ongoing process of identifying district's goals and priorities;
- communicating issues to and from our district's publics and employees;
- advising, on request, other organizations and groups.

2. District Planning Coordinating Committee

Membership:
The Committee would be representative of employee groups and would include key representation from each of the Standing Planning Committees.

Terms of Reference:
These would include acting in a coordinating capacity in key areas of district planning with sub-activities such as the following:

- to foster cooperative and collaborative planning in the district;
- to guide and monitor the effective implementation of the Challenge Ahead recommendations;
- to guide and monitor the effective implementation of provincial and district initiatives;

- to advise on the ongoing process of identifying district goals, establishing educational priorities and recommending, where appropriate, means for implementing these goals and priorities;
- to communicate issues to and from our district's publics and employees.

3. Standing Planning Committees

Membership:

Curriculum and Program Planning Committee

Human Resource Planning Committee

Facilities and Accommodation Planning Committee

Communications Planning Committee

Employee Council Planning Committee

District School-based Planning Committee.

These standing committees are representative of employee groups and include those who have responsibility and/or experience and expertise in the designated area.

Terms of Reference:

These would include acting in an advisory capacity for planning and implementation in their designated area with sub-activities such as the following:

- to foster cooperative and collaborative planning in the district;
- to utilize current educational research and expertise as a foundation in the planning, implementation and provision of ongoing support in the designated area;
- to recommend short and long-term priorities which reflect school, district and provincial needs and initiatives in the designated area;
- to deal with matters referred by the Superintendent's Planning Advisory Committee, the District Planning Coordinating Committee and the Superintendent of Schools.